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ABSTRACT

This manual is designed to provide Peace Corps staff with materials that can be used in the inservice training of volunteers. It addresses areas outside the realm of the volunteer's technical job assignment, areas that are directly related to a volunteer's effectiveness on the job. The manual assumes that inservice training will take place 6-12 months into a volunteer's service. Four units cover assessing volunteers' current situations, working with community leaders, mobilizing resources, and developing volunteer personal support. They contain 11 sessions and almost 29 hours of training. Each session consists of a rationale, time, objectives, trainer preparation, materials, prepared newsprint, handouts, references/resources, procedures, and support materials for lectures, examples, and activities. Appendixes contain the inservice needs assessment form and all handouts for the sessions, as well as a form for evaluating the manual. (YLB)

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In-Service Training Manual

(Newly Revised)

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TRAINING MANUAL NO. T-4

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Peace Corps

PEACE CORPS

IN-SERVICE TRAINING MANUAL

- Assessing Volunteers' Current Situations
- Working With Community Leaders
- Mobilizing Resources
- Volunteer Personal Support

By
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and
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Prepared for PEACE CORPS by
Creative Associates, Washington, D.C.

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PEACE CORPS
Information Collection and Exchange
Training Manual T-4
February 1985

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ABOUT THIS MANUAL

This manual has been developed to provide Peace Corps staff with materials which can be used for the In-Service Training (IST) of Volunteers. Traditionally, IST programs have focused on improving language and technical skills. Recently, staff members have requested assistance in planning training sessions in areas outside the realm of the Volunteer's technical job assignment such as "identifying and using appropriate resources" and "ensuring project continuity." This manual addresses these types of areas, which are directly related to a Volunteer's effectiveness on the job, and assumes that IST will take place six to 12 months into a Volunteer's service.

The manual is divided into the following four units:

1. Assessing Volunteers' Current Situations
2. Working with Community Leaders
3. Mobilizing Resources
4. Volunteer Personal Support

These units, while related, can stand alone so that staff members can design the IST based on the expressed needs of the Volunteers, integrating some of these topics with language and technical training. The units contain a total of 11 sessions and almost 29 hours of training. To assist staff members in planning an IST, an In-Service Training Needs Assessment is included in the manual.

These sessions have been designed for use by the "typical" Peace Corps trainer -- someone with strong technical Volunteer experience and a minimum of process training experience. The format is consistent with other manuals recently developed or revised by Peace Corps for easy use by trainers. To facilitate duplication of handouts, all handouts are placed in a separate section at the back of the manual.

The authors would like to acknowledge and thank Linda Spink, Kate Raftery, Ruth Yabes, Danuta Lockett, Stephen Pearson, Robert Braaton and Chuck Wattles for their wise and helpful comments during the development of the manual and Oanh Le, Fannyta Klopfer, and the Word Processing staff at Creative Associates for their efficient support.

In addition to existing Peace Corps manuals, the authors used the following works as resources and references in the development of this manual:

- Werner and Bower, Helping Health Workers Learn, Palo Alto, California, 1982.
- The Grantsmanship Center, Program Planning and Proposal Writing, Expanded Version, Los Angeles, 1980.
- Morse and Furst, Stress for Success - A Holistic Approach to Stress and its Management, New York, 1979.

As with other manuals, Peace Corps request your comments and suggestions on how to improve these materials. Please complete the manual evaluation form at the end of the manual and forward it to the Training Division of the Office of Training and Program Support.

GUIDE FOR USING THE IN-SERVICE TRAINING NEEDS ASSESSMENT

The In-Service Training Needs Assessment is intended to help trainers plan In-Service Training (IST) that will better meet the specific needs of the Volunteers. This form should be distributed to Volunteers eight weeks before the scheduled training. Six weeks before the scheduled training, a note to non-responding Volunteers reminding them to return the form might help improve the response rate. We suggest using a deadline of six weeks before IST for returning the form. Training staff should allow at least four weeks for tabulating the form and planning and preparing the training sessions.

Staff members should tabulate the responses by adding up the numerical responses for each item and then dividing by the number of respondents. The topics should then be ranked by the "average" response and selected according to the Volunteers' expressed needs. Staff should also observe if responses to any items are clustered. For example, if a small number of Volunteers rates a particular session as "essential" while most Volunteers rate it "not needed," the average will be low. However, Peace Corps should attempt to provide that session for those Volunteers rating it "essential." In cases where one Volunteer rates a training need as "essential," staff should explain to him/her that interest was limited. When possible, staff should attempt to meet the need by providing appropriate written resources, assistance from experienced Volunteers, and/or outside training opportunities.

The non-technical areas listed in Section III of the form correspond directly to titles of units found in the In-Service Training Manual. These units, while related, can stand alone so that staff members may design the IST based on the expressed needs of the Volunteers.

To determine the need for different levels of language training, the various responses to item No. IA can be counted and cross-tabulated with responses to No. IB. Write-in comments and special training requests should be carefully reviewed and included in the IST when appropriate and possible.

IN-SERVICE TRAINING NEEDS ASSESSMENT

(An additional copy is included at the back of the manual for easy duplication.)

VOLUNTEER: Please fill out this form completely and return it to ____________________ in the Peace Corps office by ____________________.
YOUR IN-SERVICE TRAINING WILL BE PLANNED ACCORDING TO THE RESPONSES WE RECEIVE. Tell us which topics will be most beneficial to you.

NAME: ______________________________
TECHNICAL AREA/CURRENT JOB DESCRIPTION: ______________________________

I. LANGUAGE SKILLS AND TRAINING

A. Circle the number corresponding to your level of proficiency in the language(s) spoken in your area:

	NO KNOW-LEDGE	BASIC KNOW-LEDGE	WORKING KNOW-LEDGE	FLUENT
Language(s) ____________________	0	1	2	3
____________________	0	1	2	3
____________________	0	1	2	3

B. Indicate your need for additional language training:

	NEEDED	STRONGLY NEEDED	ES-SENTIAL
Language(s) ____________________	1	2	3
____________________	1	2	3
____________________	1	2	3

II. TECHNICAL TRAINING:

List the areas of technical training you would like to see covered during In-Service Training. Indicate your need by circling the appropriate number. Be as specific as possible regarding the area of technical training (for example, state the area as "intestinal parasites life cycles" or "first aid" rather than "health" or "sanitation").

AREAS:

	NEEDED	STRONGLY NEEDED	ESSENTIAL
A. ______________________________	1	2	3
B. ______________________________	1	2	3
C. ______________________________	1	2	3
D. ______________________________	1	2	3
E. ______________________________	1	2	3

III. NON-TECHNICAL AREAS: Indicate your interest in receiving training in the following areas by circling the appropriate number:

		NOT NEEDED	NEEDED	STRONGLY NEEDED	ES-SENTIAL
A.	Assessing Volunteers' Current Situations - Includes one session on assessing the initial months of a Volunteer's experience including expectations, accomplishments and barriers and one session on identifying and achieving long-term goals.	0	1	2	3
B.	Working with Community Leaders - Includes two sessions: 1) Identifying leaders in your community and gaining support for a project, and 2) Responsibilities of Volunteers and community in developing and implementing a project.	0	1	2	3
C.	Mobilizing Resources - Involves sessions on 1) Assessing needs and conducting a feasibility study, 2) Identifying and using appropriate resources and sources of assistance, 3) Developing and submitting a written proposal, and 4) Transferring skills and information and ensuring project continuity.	0	1	2	3
D.	Volunteer Personal Support - Three sessions cover: 1) Identifying and managing personal stress, 2) Relating health to stress and developing strategies for resolving conflicts, and 3) Peer counseling techniques and networking in personal support.	0	1	2	3
E.	Please list areas not mentioned above that you would like covered during In-Service Training (please be specific):				
	1. ______________________________		1	2	3
	2. ______________________________		1	2	3
	3. ______________________________		1	2	3

IV. ADDITIONAL COMMENTS: Use the back of this page to state any concerns you have regarding your needs for In-Service Training.

UNIT I

SESSION 1

ASSESSMENT OF EXPECTATIONS, ACCOMPLISHMENTS, AND BARRIERS: INITIAL MONTHS OF A VOLUNTEER'S EXPERIENCE

NOTES/SUMMARY

RATIONALE:

The purpose of an assessment is to learn how effective programs or activities have been and to look for ways to improve them. Assessments can help increase understanding of accomplishments, shortcomings, barriers to success, and ideas for improvement. They can provide Volunteers the opportunity to assess and reflect upon their efforts and lives in their communities. Assessing their initial experiences can allow them to move forward, because it allows them to learn from their successes and mistakes.

The purpose of this session is to provide the participants with an understanding of practical assessment methods, to assist them in assessing their initial experiences as Peace Corps Volunteers, and to help them identify and overcome barriers in their work.

TOTAL TIME: 3 hours and 5 minutes

OBJECTIVES:

1. To review participants' original objectives from Pre-Service Training.
2. To allow participants to assess their accomplishments to date.
3. To discuss methods for identifying barriers in their work and developing strategies to deal with them.

TRAINER PREPARATION:

1. Familiarize yourself with the section on evaluation (Chapter 9) in Helping Health Workers Learn.* The ideas are applicable to all developmental areas.

*Available through ICE.

NOTES/SUMMARY

2. Find out the extent to which Volunteers developed program plans and work objectives in Pre-Service Training.

MATERIALS:

- pencils and paper
- newsprint and markers

PREPARED NEWSPRINT:

- Session objectives
- Example of a Time Line for a Vaccine Project (step 5d)
- Assessment Task (step 7c)

HANDOUTS:

1. Self Assessment Guide
2. Case Study: A PC Agricultural Extension Volunteer
3. Project Planning Guide

REFERENCES/RESOURCES:

- Werner and Bower, Helping Health Workers Learn, Palo Alto, California, 1982. Chapter 9.

PROCEDURES:

Introduction

2 Minutes

1a. Write on newsprint, "The one word that sums up my accomplishments as a Peace Corps Volunteer so far is __________." Have each Volunteer tell the group how he/she would complete the sentence. Then explain that their one-word answers might be considered the first step in self-assessing their Peace Corps experience thus far.

2 Minutes

1b. Introduce the session by presenting the session's objectives on newsprint and presenting the session's rationale to the participants. Emphasize that this session will allow Volunteers to self-assess their

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Peace Corps experience in a non-threatening situation.

1c. Ask participants to think about how they would define assessment. Have some of them share their thoughts. (A recommended definition is the process of finding out how well things are being done.)

3 Minutes

1d. Lead a discussion on what constitutes a good assessment. Use the following questions to guide the discussion:

7 Minutes

- Why are assessments done?
- What can they be used for?
- What is needed to do an assessment?
- What problems can occur because of an assessment?
- What are obstacles that can impede an effective assessment?

Suggest that people generally feel best about and benefit most from non-threatening assessments from which they can learn.

1e. Discuss who besides themselves might do an assessment of a Volunteer's activities/projects. List the answers on newsprint. For each person identified, have participants discuss what method or process might be used to assess the Volunteer's work and what advantages and drawbacks there might be. Include the value of a self-assessment. Your newsprint can be set up like this:

8 Minutes

SAMPLE NEWSPRINT

Who might do an assessment	How they could assess	Advantages/ Disadvantages

NOTES/SUMMARY	Self-Assessment
10 Minutes	2a. Reiterate the points participants raised about the value of doing a self-assessment. Handout the "Self-Assessment Guide" and have participants assess their initial months' experience as Volunteers, being sure to include any goals they developed in Pre-Service Training. When they are finished, ask them to set it aside.
	2b. Explain that they will have additional time later in the session to discuss and review the assessment.
	Case Study--Taking a Look at Volunteers' Goals
5 Minutes	3a. Distribute "Case Study: A PC Agricultural Extension Volunteer." Instruct Volunteers to read the case study.
30 Minutes	3b. Lead a discussion of the case study using the questions that are included at the end of the session as a guide.
5 Minutes	3c. Conclude the discussion by having Volunteers discuss situations, problems, and accomplishments they have had which are similar to Mary Jane's.
	Discussion of Non-Measurable Indicators
1 Minute	4a. Explain to Volunteers that there are many intangible and non-measurable indicators or objectives that are important to consider in assessing one's accomplishments. For example, Mary Jane was initially accepted in the community, she is developing a working relationship with her counterpart, and she's learning about her community.
4 Minutes	4b. Have participants list on newsprint any other such indicators. The following possible answers might be included: - self-reliance - more sharing - hope and dignity

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- greater awareness of problems and possible solutions
- happiness
- more justice
- experience.

4c. Stress that non-tangibles should be included in an assessment, even though they cannot be measured. Have participants discuss how they might be assessed. 4 Minutes

Project Planning--The Tangibles

5a. Move into this part of the session by explaining the following: Just as there are intangibles, as previously discussed, there are quantifiable tangible factors in a project which can be assessed quite easily. These involve clear goals and objectives of projects. It requires careful planning and work to set up a project and carry it through. Before Volunteers can assess a project, they have to identify the goals, objectives, and tasks required to carry it out. Once this is done Volunteers can assess what they have accomplished. 3 Minutes

5b. Hand out the "Project Planning Guide." Explain that the following is one way of planning a project and helping Volunteers assess what they have accomplished and what they still need to do. 3 Minutes

5c. Have participants fill in the last column of the handout with a brief description of the planning steps for a project they are currently working on or planning. 10 Minutes

5d. Explain that it is also helpful to take the planning one step further and develop a time line. Introduce the prepared newsprint "Example of a Time Line for a Vaccine project Project." Discuss with participants how a time line is helpful. Point out that it provides reminders of what needs to be done and when. At a glance you can assess the progress of your project. 4 Minutes

NOTES/SUMMARY

Sample Newsprint

EXAMPLE OF A TIME LINE FOR A
VACCINE PROJECT

```
TASK                    SEPT  OCT  NOV  DEC....

1. Community Education   |---------------|
       (Posters, radio,
       schools, church,
       health center)

2. Budgeting and           |---------|
       Fund Raising

3. Recruit and Train          |------|
       Personnel

4. Locate Sites for           |------|
       Vaccinating

5. Location and Pricing        |-----|
       of Equipment and
       Supplies

6. Purchasing Equipment   |----| |----|
       and Supplies

7. Vaccinating                   |----|
       1st Dose
       2nd Dose
       3rd Dose

8. Assessment of  |-------------------|
       Progress
```

4 Minutes

5e. Explain that the tasks listed are general and that it often is helpful to list even minor tasks in detail so they will not be forgotten. Have them discuss how they might break down "location of sites for vaccinating into minor tasks with details.

Add these to complement Volunteers' ideas:

- List what the sites must have (i.e., accessible to the public, availability

NOTES/SUMMARY

of chairs and table, place for waiting, access to water)

- Identify who will survey potential sites
- Survey, choose, and secure permission for use of site.

5f. Instruct participants to list tasks and sketch out a time line for their project on the back of the Project Planning Guide Handout. Point out that they are expanding on #4 of the Project Planning Guide. 7 Minutes

Barriers--Stumbling Blocks to Accomplishments

6a. Have participants identify barriers or problems they commonly encounter. List their answers on newsprint. Remind them of Mary Jane's problems (counterpart resistance, failure of a previous PC project, possible transportation problems). 7 Minutes
Some common barriers include:

- language
- cultural misunderstanding
- counterpart problems
- lack of technical expertise
- lack of resources
- communication problems
- lack of effort.

6b. Have Volunteers elaborate on barriers they have encountered. Lead a discussion on possible solutions to these barriers. In the course of the discussion, point out that talking about a problem with others can provide an opportunity for others to suggest solutions. Also, in the process of explaininga problem to someone, new insights are often gained. 10 Minutes
Ways to overcome barriers include:

- Education/training

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- Negotiation/confrontation
- Defusion
- Avoidance

TRAINER'S NOTE:

The conflict resolution techniques discussed in Unit IV Session 2 are also applicable here.

1 Minute — 6c. Make linkage to the step which will follow after the break.

10 Minutes — Break

Assessment Presentations

3 Minutes — 7a. In light of the discussions and insights regarding Mary Jane's objectives, determining the intangible and tangible accomplishments, and the need for good planning, have participants look at the Self-Assessment Guide they worked on earlier in the session. Instruct them to revise or add items in view of what they have learned and discussed during the session.

8 Minutes — 7b. Have participants prepare a presentation of an analysis and assessment of one of their goals. Encourage them to use the Project Planning Guide and Self-Assessment Guide and to sketch out a time line. If they have not gone very far towards achieving a goal, have them imagine what problems they might encounter and what the outcome might be.

22 Minutes — 7c. Ask participants to team up and present their goals and objectives to each other. Present their task on prepared newsprint:

SAMPLE NEWSPRINT

ASSESSMENT TASK

- Discuss your accomplishments
- Identify any barriers
- Discuss strategies for overcoming barriers.

TRAINER'S NOTE: Limit the time allowed to each member of the pair to ten minutes.

7d. Reconvene the large group and have them discuss the process they have just completed, including common barriers they experienced, objectives they have revised, and strategies they have developed. 10 Minutes

Closing

8a. Close the session by summarizing what has been covered. Encourage particpants to save the items they worked on today and to refer to them periodically in the months to come. 2 Minutes

8b. Preview the next session.

TRAINER'S GUIDE TO THE CASE STUDY

A PC AGRICULTURAL EXTENSION VOLUNTEER

The following questions can be used in the discussion of the case study. Possible points to be raised during the discussion are placed in parentheses.

1. Are Mary Jane's objectives reasonable? Why or why not? What changes would you make?

   [Emphasize the importance of reviewing and assessing goals and objectives periodically. Suggest that Mary Jane might have approached her objectives with more community involvement.]

2. What has Mary Jane accomplished so far? Are her accomplishments relevant to her objectives?

3. What problems has Mary Jane encountered? What are possible resolutions of her problems?

4. How might Mary Jane improve her work and chances for success?

   [Point out that the counterpart's concerns should not be ignored. Suggest that more counterpart and community involvement would be helpful. Also suggest that Mary Jane might plan her activities with more care, listing out tasks, resources needed, and when activities should be carried out.]

5. What questions might be asked in assessing the success of each of Mary Jane's objectives? How would you assess Mary Jane's initial months?

UNIT I

SESSION 2

IDENTIFYING AND ACHIEVING LONG-TERM GOALS

NOTES/SUMMARY

RATIONALE:

After the initial months of field experience, Volunteers often find themselves asking, "What am I doing here and what do I want out of this Peace Corps experience?" In-Service Training can provide Volunteers with the opportunity to develop realistic, attainable long-term goals based on their initial experiences, the needs of their communities, the skills they have to offer, and an understanding of their role in development. The development of long-term goals can provide Volunteers with a sense of purpose and perspective. At the same time, Volunteers need to look into the future and project how they might bring their experiences and knowledge of the Third World to the United States. The purpose of this session is to assist Volunteers in revising their long-term goals as Volunteers, reviewing their role in Development Education, and fulfilling the Third Goal of Peace Corps (bringing the knowledge of the Third World to the United States).

TOTAL TIME: 2 hours and 35 minutes

OBJECTIVES:

1. To allow participants to examine and revise their long-term goals.
2. To review the role of the Volunteer in Development Education.
3. To identify ways Volunteers can share their experiences and knowledge of the Third World in the United States.

TRAINER PREPARATION

1. Familiarize yourself with the sessions in the Close of Service Manual entitled "Coat of Arms," "The Volunteer and Development," and "Educating the Folks Back Home."

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2. Review Session 4, "Facilitating Development: The Role of the Volunteer," in the manual The Role of the Volunteer in Development.

3. Find out what is currently happening in-country with the school partnership program. Find a Volunteer who would be willing to give a brief (seven-minute) presentation on his/her experience with the program (Step 5b).

4. Prepare newsprint.

MATERIALS:

- pencils and paper
- newsprint and markers

PREPARED NEWSPRINT:

- Objectives of the session
- Declaration of Purpose - Peace Corps Goals (see step 3a)

HANDOUTS:

1. Long-Range Planning

REFERENCES/RESOURCES:

- Close of Service Manual (Peace Corps Manual)
- The Role of the Volunteer in Development (Peace Corps Manual)

PROCEDURES:

Opening Statement

2 Minutes

1a. In introducing this session refer back to Session 4, "Facilitating Development: The Role of the Volunteer," in the manual Role of the Volunteer in Development. Mention the following: In Pre-Service Training the participants examined the development process at the national, community, and individual levels; obstacles to development at each level; and ways in which the

NOTES/SUMMARY

Volunteer can directly and indirectly affect these obstacles. They have now had several months of invaluable experience as Volunteers and are in a good position to formulate realistic, attainable long-term goals. Now is a good time to begin thinking about how they want to share their Peace Corps experience in development in the United States.

1b. Review the objectives of the session from prepared newsprint. 1 Minute

Setting Long-Term Goals

2a. Have participants recall their personal reasons for joining the Peace Corps and some of the initial goals and objectives they set at the end of Pre-Service Training. Have them write down their thoughts. 4 Minutes

2b. Ask three or four participants to share their thoughts with the group. 3 Minutes

2c. Suggest to participants that they take a few minutes to reflect on and jot down their current reasons for being in the Peace Corps and how their goals have changed. Get responses from three or four participants. 3 Minutes

TRAINER'S NOTE: Volunteers are more likely to be realistic and/or specific about what they can accomplish than they were during Pre-Service Training. If participants seem to be discouraged or negative about what they can contribute, encourage them to think about focusing on specific, modest goals. Emphasize that small accomplishments are important, realistic, and more common. If they are discouraged, they may be expecting too much.

2d. Instruct participants to think about their career goals beyond Peace Corps. Have them write down areas in which they would like to work five and ten years after Peace Corps, including any plans for further education they may have. Encourage them to write down several jobs or goals for employment. 3 Minutes

NOTES/SUMMARY	
1 Minute	2e. Ask for a show of hands of people who truly do not know what they want to do. Point out that it is common that Volunteers at this point are uncertain about their futures.
8 Minutes	2f. Request that some participants share their plans with the group. After an individual shares his/her plans, have the group discuss ideas regarding how a Volunteer might begin preparing for such a future while in the Peace Corps. Encourage participants to think about what activities they might be doing now which will help them in the future.
17 Minutes	2g. Distribute Handout 1, "Long-Range Planning." Allow three minutes for participants to work on the handout. Encourage them to include a few personal goals which might improve their lives such as "learn to play a musical instrument," or "lose 30 pounds." Then lead a discussion about possible barriers and their solutions. **TRAINER'S NOTE:** Volunteers may be experiencing a good deal of frustration about barriers. For some, the world "back home" seems remote, and long-range planning takes extra effort. Communication, slow and often unreliable, makes planning difficult. If this is the case with your group, assist them in focusing on some of the more easily attainable goals or in developing some potentially rewarding personal goals. Explain that because planning for the future while in the Peace Corps can take extra time and effort, it is advisable to plan ahead--starting now.
10 Minutes	Break
	Reviewing the Role of the Volunteer in Development Education
2 Minutes	3a. Introduce the prepared newsprint "Declaration of Purpose--Peace Corps Goals." Your newsprint might look like the following:

NOTES/SUMMARY

SAMPLE NEWSPRINT

DECLARATION OF PURPOSE

Peace Corps Goals

The Congress of the United States declares that it is the policy of the United States and the purpose of this act to promote world peace and friendship through a Peace Corps, which shall make available to interested countries and areas men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if necessary, to

(1) Help the people of such countries and areas in meeting their needs for trained manpower, particularly in meeting the basic needs of those living in the poorest areas of such countries, and to

(2) Help promote a better understanding of the American people on the part of the peoples served and

(3) A better understanding of other peoples on the part of the American people.

Explain that the remainder of the session will focus on the third goal of the Peace Corps and the role they can play in it. Remind Volunteers that the first two goals have been covered in Pre-Service Training.

3b. Explain that over the years the Peace Corps has considered Development Education an integral part of its program. Have participants define Development Education and its purpose. (Development Education can be defined as "the process of increasing public awareness in the industrialized world about the Third World." Its purpose is to involve the industrialized world in activities which

5 Minutes

NOTES/SUMMARY

support development efforts.) Peace Corps Volunteers can and should play a leading role in Development Education in the United States.

5 Minutes — 3c. Lead a brief discussion about the Volunteer's role in Development Education and how participants perceive themselves filling the role.

2 Minutes — 3d. Explain that the participants will now have the opportunity to think about and write down their first impressions and their various thoughts about the life, culture, customs, and their experiences in (host-country). Mention that writing down first impressions and thoughts early in the Peace Corps experience is important because after a short period of time we begin to adapt and take for granted things we initially found startling or unique.

40 Minutes — 3e. Guide the Volunteers through the process of recalling their experiences and initial impressions by using the Trainer's Guide to Experience Recall at the end of this session. For each section, follow these procedures:

- Have participants write down the title.
- Allow sufficient time after each question for participants to write down their thoughts with words, phrases, or sentences.
- After each section, request that three or four participants share what they wrote.
- Encourage everyone to continue writing down thoughts and suggestions as participants speak and the session proceeds.

Processing and Brainstorming

15 Minutes — 4a. Remind participants that they are living in a country on the road to development--an experience that friends and family have not had. Lead a discussion about how they might clearly define their experiences in order to share them with the folks back home. Focus

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this discussion on the messages and ideas they would like to convey, using the following questions as a guide:

- How did you first learn about the Peace Corps or the host-country? What impressions did you have then?
- What interested you most? What did you want to learn more about?
- Who are your potential audiences in the United States? What are their interests?
- What themes, topics, or messages do you want to develop, record, and learn more about for your potential audiences?

4b. Allow participants to write down thoughts and ideas from the discussion before continuing to the next step. 5 Minutes

4c. Instruct participants to think of ways to present their experiences, and impressions, messages, and ideas. Write their responses on newsprint and have them write down the ideas they might want to try. Have them think about things they can do now. The list might include: 10 Minutes

- Writing (journals, letters, stories, newspaper articles, postcards).
- Taking/buying pictures (photos, slides, movies, making sketches) of places, activities, your work, and the people while they are talking, playing, working, laughing.
- Recording local music, sounds, and discussions, including your impressions and participation.
- Collecting artifacts, from beautiful crafts to everyday tools and utensils, which illustrate local lifestyles or customs.

During the brainstorming, occasionally ask if participants are doing any of these activities now. Encourage participants to

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share ideas through a discussion about what scenes to capture on film, good music to record, interesting artifacts to collect, etc. Point out that it is better to do these sorts of things now rather than postpone them for their last week in-country.

7 Minutes

5a. Explain that Volunteers will have some sessions during their Close-of-Service Workshop to further help them focus their thoughts about the Volunteer experience and prepare themselves to implement the Development Education goal of the Peace Corps. However, emphasize that now is a good time to begin sharing their experiences with people in the United States, if they have not yet done so. Suggest to participants that beyond letters and tapes to family and close friends, they can be sharing their experiences with other people and organizations. Have them think of possibilities, and write them on newsprint. Their suggestions may include:

- schools (elementary, high schools, and colleges, particularly the ones they attended);
- local newspapers;
- churches (particularly ones with which friends and family have been affiliated);
- civic groups;
- non-profit organizations;
- private businesses; and
- your nearest Peace Corps recruiter.

Give them time to write down the list on their papers. Point out that Peace Corps Washington and Returned Peace Corps Volunteers (RPCV) organizations can also be helpful in networking.

10 Minutes

5b. Discuss briefly the Peace Corps efforts to promote the school partnership program. If there is a Volunteer who has been involved in the program, ask him/her to briefly discuss the experience.

Closing

6a. Briefly summarize the session. Encourage participants to begin working on those activities mentioned rather than postponing them until the last few weeks of service.

6b. Preview the next session.

6c. Close this session.

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2 Minutes

TRAINER'S GUIDE TO EXPERIENCE RECALL

1. First Impressions

    - What was your first encounter with a host-country national or family?
    - What looked, smelled, sounded, or felt different?
    - What was interesting or startling to you?

2. Daily Life Routines of a (Host-Country National)

    - What is life like for the people you know?
    - How do they earn a living?
    - What do they eat?
    - How do they do their shopping, cooking, cleaning, and washing?
    - How do they dress?
    - Where do they live?
    - What means of transportation do they use?

3. How People Interact

    - What is family life like?
    - How are children, women, and the elderly looked upon?
    - What traditions do they have regarding birth, courting, marriage, and death?
    - What holidays do they celebrate and how do they celebrate them?
    - What attitudes or practices do people have about religion and education?
    - What in life do they value?
    - What is the music like here?
    - What do they do for sport or recreation?
    - What interesting customs or rituals do they have?

4. The Daily Life Routines of a Peace Corps Volunteer
(Compare and contrast your lives here and in the United States.)

- What has changed in your daily life?
- What has not changed since you arrived in-country?
- Do you live with a family or by yourself? What is it like?
- How have you adapted to this country?
- What are your friendships like?

5 The Work of a Peace Corps Volunteer

Have participants describe their work, obstacles they have encountered, and successes and failures they have experienced. Remind them to describe their work as if they were explaining it to someone who has never left the United States.

6 Interesting Host-Country Nationals

Have participants write down the first names of three host-country nationals they know who interest or fascinate them in some way and a brief description of each of them.

UNIT II

SESSION I

IDENTIFYING LEADERS IN YOUR COMMUNITY AND GAINING SUPPORT FOR A PROJECT

NOTES/SUMMARY

RATIONALE:

The Pre-Service Training of Volunteers includes a session on community leadership (see The Role of the Volunteer in Development, Session 9). As Volunteers become involved in their work and in their communities, they begin to develop a more in-depth perspective regarding community dynamics and leadership. An important step in a community development project is the identification of community leaders who will be helpful to specific Volunteer projects. Equally important is gaining the leaders' support and involvement in the project. The key to gaining their support is often found in the way the project is presented.

This session will address the identification of community leaders who will be helpful to specific Volunteer projects and the building of strategies for presenting projects to leaders and gaining support.

TOTAL TIME: 3 hours and 10 minutes

OBJECTIVES:

1. To review the types of community leaders.
2. To assist participants in identifying community leaders who will be helpful to specific Volunteer projects.
3. To allow participants to develop strategies for presenting projects to leaders and gaining their support.

TRAINER PREPARATION

1. Familiarize yourself with Session 9, "Community Leadership", from The Role of the Volunteer in Development. This session builds on ideas presented in that session.

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2. Any knowledge the trainer might be able to gain on specific projects Volunteers are presently implementing, and specific problems being encountered with projects, would prove beneficial to this session.

3. Prepare newsprint.

MATERIALS:

- pencils
- newsprint and markers

PREPARED NEWSPRINT:

- Session objectives
- Trainer may want to develop a hypothetical situation for Handout 1 on Identifying Community Leaders. If so, this should be placed on newsprint.
- Project Strategies Presentations (step 4a)

HANDOUTS:

1. Identifying Community Leaders
2. Types of Community Leaders
3. Gaining Support for a Community Project

REFERENCES/RESOURCES:

- The Role of the Volunteer in Development (Peace Corps Manual)

PROCEDURES:

Introduction

3 Minutes

1a. Introduce the session by presenting the session's goals on newsprint and the session's rationale to the participants. Explain to participants that much of this session will center around the use of handouts which will help give them a clearer understanding of community leaders, how to gain their support for specific projects, and how to present projects to the community to assure greater success.

Identifying Community Leaders

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2a. Request participants to take two to three minutes to reflect on their Peace Corps service to date and to identify those people in their communities they would consider 'leaders.' Point out that leaders may or may not be elected by the community and that leaders can help or hinder a project. 3 Minutes

2b. Have three or four Volunteers describe a leader in their community and discuss the following: 10 Minutes

- His/her role in the community.
- Qualities that make him/her a leader.

2c. Distribute Handout 1, "Identifying Community Leaders." Acknowledge that they may have begun this during Pre-Service Training. This session will take the information one step further. Instruct participants to concentrate at this point only on Column A, "The Leaders in My Community Are." Have participants take two to three minutes to list the names of those people in their communities they consider leaders. 4 Minutes

TRAINER'S NOTE: Work through Columns A, B, and C with particpants, so that they do not move ahead.

2d. Explain to participants that it is important to understand the qualities that leaders possess, their particular strengths and weaknesses, personality traits that make them appeal to the masses, etc. Request participants to move to Column B and list those qualities and characteristics about each of the leaders they listed in Column A. 20 Minutes

TRAINER'S NOTE: You might provide the following examples of qualities:

- Is able to organize community involvement better than anyone else in the community.
- Knows all the business people in the community and can get money when needed.

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- Was designated as a community leader by the local chief, but has a reputation for being lazy and isn't well respected.

If two or more participants work in the same community, give them the option of working individually or as a small group.

2 Minutes 2e. When Column B is completed, ask participants if there were qualities they discovered about the leaders in their communities they had not recognized before. Ask them if their perceptions of their community leaders has changed any, and how.

1 Minute 2f. Request participants to put the handout aside for the time being; they will return to it later.

6 Minutes 2g. Present a brief lecture to review the five types of community leaders:

1. Natural
2. Institutional
3. Prestige
4. Specialty
5. Voluntary.

TRAINER'S NOTE: See Session 9, "Community Leadership," in the New Role of the Volunteer in Development Manual for specifics on the five types of leaders.

7 Minutes 2h. Distribute Handout 2, "Community Leaders." Ask participants to return to Handout 1, refer to Column C, "Types of Leaders", and identify which of the five types of leaders apply to their list of community leaders in Column A. Point out that some people may be listed as more than one type of community leader.

TRAINER'S NOTE: If participants have thought of other leaders during the presentation on the types of leaders, suggest that they return to Columns A and B and add these to their handouts. A complete handout will

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be useful to them whenever they develop and introduce a new project in their community.

Break — 10 Minutes

Gaining Support for a Project

3a. Turn participants' attention from looking at community leaders to focusing on the specific projects they are either presently implementing in their communities or considering introducing. Explain that they will analyze these projects in-depth by asking some critical questions and then develop strategies for assuring the success of their projects. — 2 Minutes

Encourage participants to use the first handout on Identifying Community Leaders in this part of the session.

3b. Distribute Handout 3, "Gaining Support for a Community Project," to participants. — 20 Minutes

TRAINER'S NOTE: You have two options in using this handout:

OPTION 1: Allow participants to work individually through the entire handout at their own pace, giving them a specified time-frame in which to complete it. If this option is selected, you should be available at all times for clarification and assistance to participants.

OPTION 2: Lead participants through each step of the handout. While the second option will allow you to clarify each step, it may also necessitate more time for completion of the handout. It is suggested that participants work through Steps 1, 2 and 3 of the handout and stop before proceeding to Steps 4 and 5.

3c. When participants have completed Steps 1, 2 and 3, refer them to their list of leaders on the first handout. Have them identify which of those leaders would be most appropriate to assist with the introduction and/or implementation of their project. Explain that this is one of the most important steps to consider in introducing a — 10 Minutes

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project and gaining support for it, since in most cases a project must have the leader's support in order for the long-term goals to be achieved. Point out that the Volunteer does not always have a choice as to the people (counterpart, leaders) he/she works with.

15 Minutes

3d. Instruct participants to now consider step 5 and strategies for introducing their projects to the community. In doing so they need to ask several important questions:

- How do you plan to involve the leaders? What exactly will he/she do?
- With your understanding of the leader's character and personality, strengths and weaknesses, what is the best way in which to approach him/her with your project idea?
- Who is the best person to actually present your project plan to the leader - Yourself? Your counterpart? Someone else?
- Who, besides yourself and your counterpart, needs to participate in introducing the project to the community? What will they do?

15 Minutes

3e. Lead a discussion about the implications and realities of introducing any community project. Remind Volunteers that while the idea for a project may seem like a good one to them, frequently other factors out of their control (i.e., lack of funds, little community interest, little to no support or involvement by leaders, just not the right time, etc.) may necessitate putting the idea on hold until these problems are resolved. Emphasize that spending time on the two handouts in this session can be of tremendous value to participants in taking a critical--and objective--look at their ideas.

Presentation of Project Strategies

19 Minutes

4a. If participants are not already divided into small groups, divide them into groups of between three and five each.
Instruct participants to review each other's handouts and select the project that a) has

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not yet been introduced to the community; or b) has numerous obstacles to overcome, especially with the leaders.
Explain that each group will review the project selected and give a presentation to the large group. Provide instructions on prepared newsprint.

SAMPLE NEWSPRINT

PRESENTATIONS OF PROJECT STRATEGIES

1. Read each other's handouts.
2. Select a project.
3. Prepare a presentation including:
    a. Description of the project.
    b. Description of obstacles (specifically pertaining to leaders).
    c. Strategy for overcoming obstacles and gaining leaders' and community's support.

4b. Have each small group present its project and strategy to the large group. Allow time for questions after each presentation. 40 Minutes

TRAINER'S NOTE: There is time budgeted for four groups. If you have a different number of groups, you can adjust the time allotment accordingly.

Summary and Closing 3 Minutes

5a. Close the session. Suggest that participants keep a copy of the handouts to use whenever they want to introduce a new project in their community. If possible, provide extra copies of the handouts.

5b. Bridge to next session.

UNIT II

SESSION 2

RESPONSIBILITIES OF VOLUNTEERS AND COMMUNITY IN DEVELOPING AND IMPLEMENTING A PROJECT

NOTES/SUMMARY

RATIONALE:

Communities often look upon the Peace Corps Volunteer as a foreigner with strange ideas, special resources, and energy which can make a project successful. The Volunteer might be seen as the person who can get the idea written down, get the money for it, and organize and conduct the necessary meetings for the project. Volunteers who develop projects without extensive community input, effort, involvement, and control often realize towards the end of their service that the continued success of the project depends on their presence. Other Volunteers might wonder why the project idea never really had much support or success.

This session will help Volunteers define their responsibilities and those of the community in developing and implementing a project. It will address the ways to deal with or avoid dependency on the Volunteer and the issue of identifying and working within cultural norms which affect projects. In addition, it will help others organize and conduct meetings. This session underscores the belief that the successful Volunteer is one whose community organization skills are so good that the project succeeded and he/she was no longer needed.

TOTAL TIME: 3 hours

OBJECTIVES:

1. To identify the responsibilities of the Peace Corps Volunteer in a project.
2. To identify the responsibilities of a community in a project.
3. To identify and discuss ways of developing community responsibility for project implementation and avoiding dependency on the Volunteer.

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4. To identify and discuss cultural norms which can affect a project.

TRAINER PREPARATION:

Read Chapter 6: "Learning and Working with the Community" in Helping Health Workers Learn (6-1-6-20).

MATERIALS:

- pencils and paper
- newsprint and markers

HANDOUTS:

1. Case Study: The Dabenga School Construction Project
2. Transferring Skills
3. Tips on Conducting Meetings

REFERENCES/RESOURCES:

Werner and Bower, Helping Health Workers Learn, Palo Alto, California, 1982.

PROCEDURES:

Introduction:

3 Minutes — 1a. Introduce the session by presenting the session's objectives on newsprint and the session's rationale. Explain to participants that the session will center around a hypothetical case study of a Volunteer's community project.

Case Study: The Dabenga School Construction Project

7 Minutes — 2a. Distribute Handout 1, "The Dabenga School Construction Project," to each participant. Allow participants five minutes to read the case study.

27 Minutes — 2b. Divide participants into groups of three to five people. Instruct the groups to discuss and answer the ten questions about the case study they have just read.

Volunteer Responsibilities in a Project

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3a. Point out that Volunteers can often become so enthusiastic about implementing a project that they may easily fail to understand where their responsibilities actually begin and end, how certain responsibilities should be shared, and how implementing a project is an ideal opportunity to begin to transfer skills. Emphasize that it is not a Peace Corps objective to merely provide a new school to a rural community, or a new shoe factory, etc., but more importantly to develop a community's ability to continue with new projects once the Volunteer has left. 3 Minutes

3b. Allow each group three minutes to present their findings on the three questions in Step I: VOLUNTEER RESPONSIBILITIES. Then lead a discussion on the similarities and differences in each group's responses. Apply the hypothetical situation to real situations Volunteers have experienced or will encounter. 20 Minutes

TRAINER'S NOTE: The following points might be used to focus the participants on the most important points brought out in the case study:

- Steve's biggest mistake was being so enthusiastic about his project that he took on most of the major responsibilities himself and, as a result, did not take advantage of the opportunity to transfer any new skills to the community.

- Steve underestimated the importance of local politics and getting involved in the political squabbles among the community council. He was probably being "used" by Mr. Scott, although he did not seem to be aware of this.

- Points that might be listed on the DO'S and DON'Ts checklist:

  * Do involve others - counterparts; leaders; community.

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* Do make sure the project benefits the community.

* Do not assume that only you can implement the project.

* Do make a checklist of tasks that need to be accomplished, and decide who in the community can perform them besides yourself.

* Once you have decided what responsibilities you and the community will share, decide who needs to be taught what skills.

Community and Counterpart Responsibilities

17 Minutes

4a. Instruct participants to turn their attention to Step II: COMMUNITY AND COUNTERPART RESPONSIBILITIES. Allow each group three minutes to present their findings. Engage in a discussion on the similarities and differences in opinion.

Avoiding Dependency on the Volunteer

15 Minutes

5a. Instruct particpants to turn their attention to Step II: AVOIDING DEPENDENCY ON THE VOLUNTEER. Allow each group three minutes to present their findings. Engage in a discussion on the similarities and differences in opinion.

TRAINER'S NOTE: The following points should be covered:

- The community has gained a school, but in the long-term they have lost valuable skills that Steve kept to himself.
- When Steve finally leaves Dabenga the chances are very poor that the community will construct another school - or any other type of large building.
- To develop more independence on the part of the community, Steve should have started from the very beginning

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to get the community--counterpart, leaders, members--to take on responsibilities while he acted as a support when needed.

5b. Explain that participants can encourage community independence by transferring those skills he/she has to the community. Distribute Handout 2, "Transferring Skills," to participants. Allow them time to read it, and then lead a discussion on ways Steve could have incorporated these ideas into practice in Dabenga. Have participants discuss what they are doing and can do in the future regarding skills transferrence. 15 Minutes

Break 10 Minutes

Helping Others Conduct Meetings

6a. Point out that community acceptance and involvement in any project often begins when the idea is presented to the community leaders and members. In many communities this is done through local meetings which may be conducted by a local leader or any other member of the community. Present the following points to the group: 4 Minutes

- In his project, Steve took on the responsibility for calling a community meeting and introducing the idea and plan to the people. In most cases this is not appropriate for a Volunteer. The Volunteer needs to be aware of local cultural norms regarding such community meetings, i.e., who calls them, who conducts them, how they are conducted, etc. Volunteers can begin by discussing appropriate approaches with their counterparts. The counterpart often will have the best knowledge about these issues.

- An important skill that few people ever acquire--particularly public figures or those who manage groups of people--is conducting effective meetings. This is an important skill that the Volunteer should consider transferring to the community, be it to the counterpart, local leaders, or anyone in the

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community who may be responsible for developing, coordinating and/or conducting meetings. A well-conducted, well-organized meeting can be critical to the community's acceptance of an idea.

6 Minutes — 6b. Ask participants to brainstorm about qualities of a successful meeting. Write their responses on newsprint. Examples of responses may be:

- Follows an agenda and doesn't jump around;
- Allows people to participate and ask questions; doesn't ignore suggestions, or put people down for differences in opinion;
- Something is accomplished;
- The right people are at the meeting.

10 Minutes — 6c. Point out to participants that they can teach others in the community how to organize and conduct a successful meeting. Distribute Handout 3, "Conducting Meetings," to each participant. Review it aloud and clarify any questions participants may have. Emphasize that Volunteers should transfer these skills rather than take on the responsibility themselves for conducting community meetings.

Cultural Norms That Can Affect A Project

5 Minutes — 7a. Explain that unless Volunteers are aware of cultural norms in their communities, their projects may never get off the ground.

- Cultural norms are very powerful and help people feel a sense of stability in themselves and the life around them.
- Cultural norms, which reflect entire communities, entire countries, etc., are merely reflections of individual values. When anyone begins to tamper with these values, a threat to stability and to the community is sensed, and people will take the necessary measures to put an end to this threat. For example, a community which places a strong value on traditional

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healers will probably oppose the idea of a 'modern' clinic being introduced into the community. This does not mean that the clinic will not benefit them and their health; rather, it means that the clinic is a new idea, a new value. Until they understand the benefits of this and are convinced that the change will not affect their basic value system, they will not accept the clinic.

7b. Instruct participants to turn their attention to Step IV: CULTURAL NORMS. Allow each group three minutes to present their findings. Engage in a discussion on the differences and similarities. 15 Minutes

TRAINER'S NOTE: The following points should be covered in the presentations and discussion:

- Cultural norms at work in Dabenga:

  1. Politics plays an important part, and can be both negative and positive.

  2. Community council plays an important role in the community and cannot be overlooked in introducing a project.

- Steve began correctly, by learning from Ernest about how to best go about such things in his new community. But he failed to understand that politics plays an important role in Dabengan society, as in most other societies. Steve made a big mistake in underestimating the power of the council. The implications for his decision to present only one candidate for the teaching position has far-reaching implications for the success of the school.

7c. Write the following on newsprint: 1 Minute

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	CULTURAL NORMS IN MY COMMUNITY: 1. 2. 3. 4. 5.
5 Minutes	7d. Instruct participants to take five minutes to think about the cultural norms they are aware of in their communities and list them on a piece of paper.
12 Minutes	7e. Have participants share with the group some of the cultural norms they listed. Ask them how their community projects might be affected if they were not aware of these cultural norms.
5 Minutes	Summary and Closing
	8a. Summarize the session by returning to newsprint on which you listed the session's objectives. Review each objective, and give a short statement on its relevance to the role the Volunteer has in the community.
	8b. Preview the next session.
	8c. Close this session.

UNIT III

SESSION 1

ASSESSING THE NEED AND CONDUCTING A FEASIBILITY STUDY

NOTES/SUMMARY

RATIONALE:

Many development projects do not succeed due to poor planning, i.e., insufficient information gathering, inadequate assessment of the needs of a community, or a failure to examine the feasibility of a project. Projects are often initiated because outsiders (for example, Ministry officials, A.I.D. officials, Peace Corps staff or the Volunteer) recognize a need for them. While individuals in the community may recognize the need for a project, they may have little interest in the project because of other priorities or past experiences. Volunteers in development should recognize that appropriate planning, need assessment, and feasibility studies are important steps in development and must start with the people in their communities.

The session builds on the skills learned in Session 3: Information Gathering as a Development Tool in The Role of the Volunteer in Development. It addresses how to assess the need and study the feasibility of a project.

TOTAL TIME: 3 hours and 30 minutes

OBJECTIVES:

1. To introduce a method for assessing the need for a project.
2. To conduct a needs assessment analysis.
3. To introduce a method for conducting a feasibility study.
4. To allow participants to work through a feasibility study.

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TRAINER PREPARATION:

1. Review the sessions on "Project Development: Planning/Goal Setting," "Project Development: Project Management," and "Information Gathering as a Development Tool" in The Role of the Volunteer in Development manual.
2. Read Helping Health Workers Learn, pages 3-4 to 3-32.
3. Prepare newsprint.

MATERIALS NEEDED:

- newsprint and markers
- writing paper and pencils for participants

PREPARED NEWSPRINT:

- Session objectives
- Feasibility Questions (see step 3b)

HANDOUTS:

1. Five Steps in Assessing Needs
2. Feasibility Study Guide
3. Steps to Proactive Planning

REFERENCES/RESOURCES:

- Werner and Bower. Helping Health Workers Learn, Palo Alto, California, 1982. Pages 3-4 to 3-32.
- The Role of the Volunteer in Development (Peace Corps Manual)

PROCEDURES:

Opening Statements

2 Minutes

1a. Introduce the session by mentioning the following:

- Pre-Service Training included a session

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involving informal interviewing skills such as awareness of non-verbal behavior,formulating questions, and listener responses and probes.

- Another Pre-Service Training session covered planning/goal setting and project management.

- Mention that this session builds on what Volunteers learned in Pre-Service Training and on their experiences since then. The purpose of this session is to develop additional skills in needs assessment and feasibility studies.

1b. Read the objectives of the session from prepared newsprint. — 2 Minutes

Information Gathering and Needs Assessment

2a. Discuss with participants ways they have been getting information about local problems. — 3 Minutes

State that this part of the session will focus on sorting out and assessing information they have gathered.

2b. Distribute Handout 1, "Five Steps in Assessing Needs." — 2 Minutes

TRAINER'S NOTE: You have two options in using this handout. You may do both depending on available time.

OPTION 1: Allow participants to work individually to determine and rank the problems in their communities.

OPTION 2: Have the large group determine and rank the needs in the host-country. Although participants may disagree on problems and how to rate them, planning on the national level can allow Volunteers to look beyond their own communities.

2c. Review the handout. Explain the option you have chosen and the purpose of the exercise, which is to: — 20 Minutes

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1. Demonstrate a method they can use with community people to determine needs, and
2. Select some problems which will be further examined in this session.

Allow participants to work through the exercise.

5 Minutes

2d. Select four to six problems which will be used in the next part of the session. If Volunteers have worked individually, ask each one for their two greatest needs and select the most common ones. If the participants have worked on the exercise as a group, use the problems that were ranked the highest. Bridge to the next step.

Conducting a Feasibility Study

5 Minutes

3a. Explain that good planning includes a feasibility study--taking a look at whether or not the project is capable of being carried out. Introduce the prepared newsprint entitled "Initial Feasibility Questions." Your newsprint might look like this:

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SAMPLE NEWSPRINT

INITIAL FEASIBILITY QUESTIONS

1. Does the project address the identified community need? (Do objectives address the goal?)
2. Has the project been thought out and well planned?
3. Does the project seem reasonable, practical, and feasible to you? Why or why not?
4. What are the critical points of the project? (What events must take place for the project to succeed?)
5. What is the likelihood that the critical events will take place? What contingency plans are there if they do not take place?
6. Has this type of project been done before? Did it succeed or fail? Why?
7. Does the project need a lot of resources? Are the resources available?
8. What sources of information are available for a feasibility study?

UNDERSTAND YOUR ODDS
BE REALISTIC BUT THINK POSITIVELY

Read through the sample newsprint.

Explain that these initial questions help the community to begin to identify possibilities and constraints to projects.

3b. Give a brief lecture on the value of a feasibility study, covering the following points: 4 Minutes

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- Communities can easily make the mistake of pursuing a project idea without considering alternative options which may be less expensive, more durable, quicker and easier to implement, or easier and cheaper to maintain.
- An idea is often 'pushed through' because someone involved feels more comfortable with it or has more to gain from it. The community as well as the Volunteer may get caught up in the excitement of the project without considering other options.
- Volunteers can contribute to the chances for success by providing ideas for consideration while not robbing the community of its enthusiasm for a project.
- A feasibility study serves this purpose. While some numbers are helpful, they should be kept simple.
- The feasibility study should give the community the good feeling that they have planned well and considered a number of options and that they have chosen the best one available.

2 Minutes

3c. Explain that the group will now work through the parts of a feasibility study. Distribute Handout 2, "Feasibility Study Guide," and ask someone to read the background out loud.

15 Minutes

3d. Have participants discuss their initial reactions to the project as presented in the background. Guide the discussion by using the "Initial Feasibility Questions' on the prepared newsprint.

15 Minutes

3e. Review and discuss the remainder of the "Feasibility Study Guide" handout step-by-step. Have participants discuss what other information they would want to know about each point. Suggest they make appropriate notes for their own use in the space provided on the handout. Remind them hat information and numbers should be kept simple and presented clearly. In this

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discussion they will not be able to cover every important detail, but going over each point should give them a clear idea about the feasibility of the project.

Break 10 Minutes

Group Work

4a. Organize the participants into groups of at least three people but not more than five. Assign each group one of the important needs identified in step 2d of the session. 3 Minutes

TRAINER'S NOTE: You may want to group the participants by technical areas. If you allowed Volunteers to work individually, you can assign them to a group working on a need they ranked high. The time allotment for presentations is for four groups. Depending on the number of participants in the session, you may have to change the time allotments or the number of participants in each group.

4b. Distribute the handout "Steps to Proactive Planning." Explain that this was covered in Pre-Service Training and should be helpful during the group work. 2 Minutes

4c. Instruct the groups to work through the planning and feasibility study process using the materials and guidelines introduced in the session. Explain that they will have 40 minutes to prepare for a ten-minute presentation, and then the smaller groups will present their project idea and feasibility analysis to the whole group. 40 Minutes

TRAINER'S NOTE: Observe each group at least twice during the 40 minutes. Advise the participants when 20 minutes are remaining for preparation and again when ten minutes remain.

Break 15 Minutes

Group Presentations

5a. Have each group present their work. Allow ten minutes for each presentation and 60 Minutes

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five minutes for questions and discussion after each presentation.

Questions which you may pose for discussion are:

- Would you be willing to participate in this project as a Peace Corps Volunteer? As a community member? Why or why not?
- If you were a potential donor, would you be willing to fund this project? Why or why not?
- Do you as a Volunteer or as a community member agree with the critical events outlined?
- Considering the time, effort, resources, and money required for this project and the benefits it will yield, do you as a Volunteer think it's worth it? Is it worth it from the point of view of a potential donor, a community member, or a community leader? Why or why not? What alternatives should be considered?

Summary and Closure

5 Minutes

6a. Review Session briefly.

6b. Lead a brief discussion with the participants about what they have learned today which might help them as Volunteers. Discuss if they have tried or will try this type of planning in their communities.

6c. Preview the next session

6d. Close this session.

UNIT III

SESSION 2

IDENTIFYING AND USING APPROPRIATE RESOURCES AND SOURCES OF ASSISTANCE

NOTES/SUMMARY

RATIONALE:

Experience has shown that the more local resources used, the more appropriate and successful the project will be. The use of outside resources and funding often means outside control. Because the long-term success of a project usually depends on local control, the Volunteer and the community should carefully examine what resources are needed for a project, their appropriateness, and their availability. However, Volunteers also recognize that at times a small amount of outside assistance is the necessary missing link of a project, and they should know what types of assistance are available.

This session will assist Volunteers in identifying what resources are needed for a given project, identifying sources of assistance and judging the appropriateness of resources.

TOTAL TIME: 2 hours and 20 minutes

OBJECTIVES:

1. To identify resources needed for a project.
2. To discuss the problems resulting from depending too much on external resources.
3. To recognize and make use of appropriate resources.
4. To identify sources of assistance.

TRAINER PREPARATION:

1. Locally research and prepare Handout 1, "Sources of Assistance for Funding Community Projects."

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Sources to be researched include:

- Peace Corps
- AID
- UNICEF
- Churches
- Missions
- European Charities
- "Partners" programs
- Small Projects Assistance (SPA)
- Community-based organizations
- Foundations
- Home-town U.S.A. groups
- Local fund-raising

2. Prepare newsprint

3. Read page 3-11 in Helping Health Workers Learn.

MATERIALS NEEDED:

- Newsprint and markers
- Pencils and paper

PREPARED NEWSPRINT:

- Session's objectives
- Resource Planning Guide (Step 2d)

HANDOUTS:

1. Sources of Assistance Available for Funding Community Projects (completed by trainer)

REFERENCES/RESOURCES:

NOTES/SUMMARY

Werner and Bower, Helping Health Workers Learn, page 3-11, Palo Alto, California, 1982.

PROCEDURES:

Introduction

1a. Explain to participants that community development projects which plan carefully and use mostly local resources are more likely to be successful than those projects using outside resources. The use of outside resources and funding often means outside control. Today's session will cover an examination of resources and their appropriateness.

2 Minutes

1b. Review the session's objectives on prepared newsprint.

2 Minutes

Identifying Community Project Resources

2a. Have participants list on newsprint community projects they are currently working on or planning to initiate. Select three to five projects which require the use of resources and which might need outside assistance.

3 Minutes

2b. Divide the participants into groups of three or four people and assign each small group a community project topic. Instruct the groups to compile on newsprint a complete list of resources needed for the project. Have them include skilled people, laborers, materials, tools, supplies, equipment, expenses for transportation, work space, and anything else they might think of. Also instruct them to assign an estimated cost for each item or person listed and state where they will obtain or recruit them.

14 Minutes

TRAINER'S NOTE: You may want to assign groups and topics according to their technical areas. If you have an exceptionally small or large group, adjust your group sizes accordingly.

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15 Minutes

2c. Reconvene the large group and have each small group present their newsprint lists. Have them discuss the completeness of each list. Explain that the best way to assure that such lists are complete is to have them devised and/or reviewed by several people, particularly host-country nationals, who can mentally walk through every phase of the project in order to think of the resources which are needed.

TRAINER'S NOTE: Budget the allotted time according to the number of small groups.

5 Minutes

2d. Present a brief lecture, writing the underscored words on newsprint, which includes the following ideas:

Problems with resources can fall into three categories.

- The first category is the forgotten resource, without which a project cannot succeed, such as a source of electricity to show movies for fund raising. If organizers forget to check out the electrical source, the activity might fail.
- The second category is the lacking resources. For example, the community has identified what is needed--a movie projector for fund raising activities--but there is simply no access to one.
- The third category is the inappropriate resource, which can include either the physical type of resource or the source of the resource. An example of an inappropriate type of resource is using expensive brick construction when adobe is much cheaper and almost as durable. Another example with a cultural slant to it is building modern bathrooms in a school without taking into consideration the style of the squat latrines the children might be used to using. An inappropriate source of the resource

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completely on outside would include depending resources and assistance for a community project.

2e. Have participants briefly discuss how to deal with lacking resources. Include experiences the participants have had in this area. 5 Minutes

2f. Present the prepared newsprint "Resource Planning Guide" -- it might look like this: 2 Minutes

PREPARED NEWSPRINT

RESOURCE PLANNING GUIDE

1. Where will the community get the resource?
2. Is it an appropriate resource?
3. How much will the total project cost?
4. Are there any alternatives worth considering?
5. How much will the total project cost?
6. How might the project be funded?

2g. Break into the same small groups and instruct them to review their resources for the same community projects using the questions on newsprint as a guide. 8 Minutes

2h. Reconvene the large group and lead a discussion based on the following points or questions: 15 Minutes

- Where are most of the resources coming from--inside or outside the community?
- How should it be determined what alternatives are worth considering?

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- What amount of outside assistance might be considered appropriate? Refer to page 3-11 of Helping Health Workers Learn and read to participants, "Outside funding often means outside control. Therefore, it is wise to allow no more than half the funding for a health or development activity to come from outside the area served." Discuss whether or not they agree with this, the reasons behind their opinions, and the problems which can result from depending too much on external resources.
- How would you involve the community in determining the appropriateness of project resources and assistance?
- What is your role as a Volunteer in securing and/or monitoring outside resources?

Identifying Potential Sources of Assistance

1 Minute — 3a. Explain that at times outside assistance is the necessary missing link of a community project. Helping their communities in securing assistance and transferring the skills needed to mobilize resources can be important Volunteer contributions to community development.

5 Minutes — 3b. Distribute the handout "Sources of Assistance Available for Funding Community Projects." Caution participants that the list might quickly become outdated but that the types of sources listed will always be worth pursuing. Have them read over the handout, and give them the opportunity to ask questions about it.

8 Minutes — 3c. Break into the same small groups once again.
Instruct them to review their required project resources and to consider whether or not outside assistance is needed. If the group determines it is needed, instruct them to pick three or four sources of assistance they might approach for funding.

10 Minutes — 3d. Instruct the small groups to prepare a presentation covering the following points:

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- Brief description of project and required resources
- Total approximate cost of project.
- How project will be funded (If outside sources of assistance will be sought, which ones will they approach? What are the advantages and disadvantages of each one?)

Group Presentations

4a. Have each group present their description, leaving some time after each presentation for discussion and questions. 40 Minutes

TRAINER'S NOTE: Adjust the time allowed each group according to the total number of groups. Allow at least four minutes for questions after each presentation.

Closing

5a. Review main points of the session. Mention that forgetting resources can be just as disastrous as selecting inappropriate resources. Emphasize that Volunteers helping communities seek outside sources of assistance should transfer their skills to the community. 5 Minutes

5b. Preview the next session.

5c. Close this session.

UNIT III

SESSION 3

DEVELOPING AND SUBMITTING A WRITTEN PROPOSAL

NOTES/SUMMARY

RATIONALE:

Volunteers may find themselves put into the position of developing and submitting a proposal for the funding of a project. Community members often feel that only the Volunteer has the skills and ability to write a proposal and submit it to a funding source, which is often North American. Whether the Volunteer decides to write and submit a proposal or assist someone else in doing it, he/she needs a basic knowledge of grant writing, budgeting, financial planning, and systems for project documentation and evaluation. This session will provide the Volunteer with that basic knowledge.

TOTAL TIME: 3 hours

OBJECTIVES:

1. To list and discuss the basic components of a proposal.
2. To examine and critique examples of proposal components.
3. To allow participants to write a draft outline of a proposal.

TRAINER PREPARATION:

1. Read Program Planning and Proposal Writing by The Grantsmanship Center.
2. Prepare newsprint.

MATERIALS NEEDED:

- newsprint and markers
- writing paper and pencils for participants

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PREPARED NEWSPRINT:

- Session objectives
- Basic Proposal-Writing Principles (step 2a)

HANDOUTS:

1. Nine Basic Parts of a Proposal
2. A Sample Proposal to Critique
3. Worksheet Outline of a Proposal

REFERENCES/RESOURCES:

- The Grantsmanship Center, Program Planning and Proposal Writing, Expanded Version, Los Angeles, 1980, $3.25.

PROCEDURES:

Introduction

3 Minutes 1a. Introduce the session by stating the following:

- Many development project ideas begin with a great deal of enthusiasm only to end quickly because of the lack of essential funding. The prospect of writing a proposal for funding often seems worse than sacrificing the project idea altogether. However, proposal writing, while time-consuming, is not the impossible task that many people believe it to be.
- Proposal writing is a skill which can and should be transferred to the community. If it is not, real dependency on the Volunteer can occur. The writing should be done with local input and participation.

1 Minute 1b. Present the session objectives on prepared newsprint.

Basic Proposal Principles

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2a. Explain to the participants that a proposa for funding will be read and judged by someone who wants a clear idea of what your project is about. Encourage them to approach a project proposal from the point of view of the funding agency. Using prepared newsprint, review the basic principles that should be kept in mind. Your newsprint might look like this: 15 Minutes

SAMPLE NEWSPRINT

> BASIC PROPOSAL-WRITING PRINCIPLES
>
> - Plan your project before writing the proposal.
> - Use clear, simple language.
> - Be concise, brief, and logical.
> - The final copy should be clean, neat, and easy to read.
> - Be positive.
> - Be complete (provide evidence and documentation, but don't overdo it!)

Emphasize that proposal writing must be preceded by good planning. If a project is well thought out, proposal writing is simply properly organizing and writing down those thoughts.

2b. Emphasize that the community should seek out what funding possibilities there are before writing begins. Many times funding sources have their own outlines to follow and forms to use when writing a proposal. 5 Minutes

Discuss with the participants what they might want to know about a funding source. Write their answers on newsprint. Some of their comments might include:

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- What types of projects they fund;
- How much money they have to grant;
- If they have minimum or maximum amounts you can request;
- What funding cycles they have;
- How long it takes to get an answer back about a proposal;
- If the request should be in dollars or the local currency; and
- What language the proposal should be written in.

Basic Parts of a Proposal

3 Minutes

3a. Have participants discuss what they think should be the basic parts of a proposal. Suggest that they think about what they learned in previous training on planning and evaluation. Write their answers on newsprint. Their comments might include:

- Introduction or Background
- Needs Assessment (Problem Statement)
- Objectives
- Methods
- Evaluation
- Budget

8 Minutes

3b. Distribute Handout 1, "Nine Basic Parts of a Proposal," and review it carefully with the participants. Reiterate the importance of good planning before a proposal is written and submitted.

3 Minutes

3c. Explain to participants that they will now have the opportunity to review and critique a sample proposal. Distribute Handout 2, "A Sample Proposal to Critique." Explain that they will read and discuss each part, using the first handout as a checklist or guide.

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Encourage them to approach this exercise from the point of view of the potential funding agency. They should read the proposal as if it were submitted to them for funding consideration.

3d. Guide Volunteers through the critique of the sample proposal using the Trainer's Guide at the end of this Session. 60 Minutes

3e. The participants have now reviewed the entire proposal. Instruct them to think about it as an entity. Lead a discussion on their overall impressions using the following questions as a guide: 10 Minutes

- Would you want to fund this proposal? Why or why not?
- What additional information do you need in order to make a fair decision about funding it?
- What are the strong points of this proposal?
- What are the weak points?

Community Participation in Proposal Writing

4a. Instruct participants to reflect a moment on who might have written the sample proposal. Discuss if this appears to be the effort of one person or a joint community effort. In other Peace Corps training sessions the role of the Volunteer in development is discussed extensively. 4 Minutes

4b. The importance of community participation in project planning and activities is strongly emphasized by Peace Corps. Lead a discussion about the importance and difficulties in involving the community in the grant writing process and ideas for going about it. 5 Minutes

Break 15 Minutes

NOTES/SUMMARY	Developing Ideas for a Proposal Outline
3 Minutes	5a. Explain to the group that they will now have the opportunity to work on ideas for their own project proposals, using the information and guidelines presented in this session. Divide the group into pairs.
	TRAINER'S NOTE: If there is an odd number of participants, place someone who does not have an idea or project in a group of three people. You can also give someone the option of working alone, but you should spend some time with him/her discussing the proposal ideas he/she develops.
4 Minutes	5b. Distribute Handout 3, "Worksheet Outline of a Proposal," to participants for use during the exercise that follows. Have them each choose a project they are working on in their communities or one which they are considering working on. Explain that the more planning that has been done the easier this exercise will be. Instruct them to use the worksheet and the "Nine Basic Parts of a Proposal" handouts to develop an outline of ideas for a proposal.
	TRAINER'S NOTE: If participants have difficulty choosing an idea, suggest that they list all of the activities they are involved in and have their partners help them decide which one would be appropriate for writing a proposal for funding. Although actual proposal writing should not take place until a project is well planned, this process or exercise is a first step which can be helpful in pointing out the gaps in planning.
35 Minutes	5c. Allow participants 15 minutes to first work silently and individually on the exercise and then give them each ten minutes to share and discuss their ideas with their partners. Encourage partners to provide constructive comments. Check with each pair at least once during the 35-minute segment to review on their progress.
12 Minutes	5d. Reconvene the large group and lead a discussion about the problems they

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encountered during the exercise using the following questions as a guide:

- Has sufficient planning taken place?
- What information is lacking? Where might you find it?
- To what extent has there been community involvement in the planning?
- How might the community be involved in the development of proposal ideas?
- How might the community be involved in the actual writing of the proposal?

Summary and Closing

4 Minutes

6a. Review the session briefly. Remind participants that proposal writing is a worthwhile skill to transfer to their communities. It might also be a valuable skill to the participants after their Peace Corps service.

6b. Preview the next session.

6c. Close this session.

TRAINER'S GUIDE TO THE CRITIQUE OF THE SAMPLE PROPOSAL

Introduce each section of the proposal by reading the section out loud, asking a participant to read it to the group, or requesting that the Volunteers review it individually. Each section should be read and discussed before proceeding to the next section.

1. Cover letter--Being brief, simple, and pleasant is important.

2. Summary--The following should be covered in the discussion:

   - The first sentence is too vague. The specific need or problem should be stated in one sentence.
   - The summary should include an interesting sentence describing Santa Isabel. (You might ask participants to describe their own sites in one interesting sentence.)
   - A sentence is needed on methods, i.e., who will carry out the project.
   - The summary should mention the total cost of the project, the amount requested, and funds already obtained.

3. Introduction--Lead a discussion about what is missing or what might be included to make it more interesting. Comments or suggestions may include:

   - Mentioning what main crops are grown might make it more interesting.
   - A better description of their projects, including the amounts of financial assistance, would be helpful.
   - The introduction could describe the population which is served, e.g., mostly children, indigenous, low-income.
   - Some statistics might be used to lend some credibility to the proposal.
   - The proposal might explain what type of forum is used in the community to identify needs and make decisions.

   Discuss what impression the participants have at this point after reading only the summary and introduction. Explain that sometimes the summary and introduction are all that is read to screen applicants. Occasionally only the summary is read for screening.

4. Problem Statement--Discuss their impressions of the problem statement and what might be added or changed to make it a stronger section. Their comments may include:

- The proposal states that no medical care is available but does not address the possibility that an existing building might serve as a clinic site.

- We do not know how much of a hardship it is for people to travel 30 kilometers for medical care. How long does it take and what does it cost to get there?

At this point discuss their overall impressions of the proposal. Are there sufficient statistics? Are they interested enough to continue reading?

5. Program Objectives--Lead a discussion of the program objectives using the following questions and points as a guide:

   - Will this project solve the problem as it is stated?

   - Can the funding source be assured that the building will be used for the purpose stated and will be properly staffed?

   - Point out that the proposal states that architectural plans are included, although this handout does not have them. Have participants discuss the appropriateness of preparing plans which may be expensive for a proposal which may not be funded. Have them consider it from the point of view of the planner as well as the potential funding source.

6. Methods--Lead a discussion on this section and important points which have been omitted. Some of the questions they may mention are:

   - Is someone in the Municipality qualified to oversee this project?

   - What is meant by "periodic evaluations"? Shouldn't the evaluation be addressed as a separate section?

   - Why was this land chosen? Is any suitable public land available? Is this the real value of the land?

   Have them consider whether or not the time line is reasonable and discuss potential problems.

7. Evaluation and Documentation--Point out that the sample proposal does not contain sections on evaluation and documentation and future funding needs. Lead a discussion about what these sections might include in this proposal.

8. Budget--Lead a discussion on the reasonableness and completeness of the budget. Encourage Volunteers to approach the budget from the point of view of both the proposal writer and the potential funding source. Remind them that the budget should include all of the costs in specific detail.

UNIT III

SESSION 4

TRANSFERRING SKILLS AND INFORMATION AND ENSURING PROJECT CONTINUITY

NOTES/SUMMARY

RATIONALE:

The development process should emphasize self-reliance. The ultimate goal of enhancing a community's self-reliance is often pushed aside by enthusiastic Volunteers who are eager to "accomplish something" and who want to feel needed and accepted by their communities. If Volunteers wait until the end of their service to transfer the skills and knowledge necessary for the continuation of a project, they will most likely be too late.

This session will help Volunteers assess the self-reliance of their projects and assist them in examining ways to ensure that their projects will continue after they leave. This session builds on the training provided in The Role of the Volunteer in Development manual, Session 1, "Perspectives on Development."

TOTAL TIME: 1 hour and 35 minutes (or 1 hour and 15 minutes if Unit II, Session 2, has been conducted in this training cycle.)

OBJECTIVES:

1. To review the process of transferring skills and the principles of "People-centered" education (learning by doing).
2. To identify and discuss methods of assessing a project's self-reliance and ensuring its continuity.

TRAINER PREPARATION:

1. Review Session 1, "Perspectives on Development," in the Peace Corps manual," The Role of the Volunteer in Development.

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2. Review Unit II, Session 2, "Responsibilities of Volunteers and Community in Developing and Implementing a Project," in this manual. Find out if the session has been conducted in this In-Service Training.

3. Prepare newsprint.

MATERIALS:

- Newsprint and markers

PREPARED NEWSPRINT:

- Session's objectives

HANDOUTS:

1. The Volunteer's Role in Transferring Skills

2. Case Study - The Dabenga School Construction Project (from Unit II, Session 2, Handout 1)

3. The Wheel of Community Self-Reliance

4. Community Skills Inventory

REFERENCES/RESOURCES:

- The Role of the Volunteer in Development (Peace Corps Manual)

- Werner and Bower, Helping Health Workers Learn, Palo Alto, California, 1982. Chapter 1.

PROCEDURES:

Introduction

4 Minutes

1a. Begin the session with a review of the material covered in In-Service Training (see Handout 1 from Session 1, "Perspectives on Development," in The Role of the Volunteer in Development manual). Remind participants of the following:

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- Volunteers should share their skills so that the people most affected can maintain the same, or similar, level of effort after the Volunteer has left.

- Volunteers should seek to multiply their effectiveness by emphasizing methods which continue to have an impact after they have gone.

- A Volunteer may be assigned to a project to help establish an institution which would then continue to provide services without outside assistance.

- Projects which emphasize the use of local materials, resources, and appropriate technologies are less likely to become dependent on outside sources for the continuing effectiveness of their project.

- Volunteers should strengthen a community's desire to take charge of projects that affect them most. This "can-do" attitude, when reinforced by successes, tends to be self-perpetuating. In the long run, this will be the single most contribution of any development program.

1b. Read the session's objectives from prepared newsprint. 1 Minute

The Volunteer's Role in Transferring Skills

2a. Distribute Handout 1, "The Volunteer's Role in Transferring Skills." Allow participants a few minutes to read it individually. Explain that it often takes a conscious effort for us to teach, train, and transfer skills using the principles of people-centered, participatory education (learning by doing) if we ourselves initially learned skills primarily by being lectured to. However, experience has shown that the best way to learn is by doing. 4 Minutes

2b. Lead a discussion based on the ideas presented in the handout and participants' experiences in transferring skills in their 14 Minutes

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communities. The following questions can help guide the discussion:

- What methods of transferring skills and teaching have you observed your counterpart or other community workers use in the community? Are these methods successful? Why or why not?
- How do people traditionally learn in your community? How might learning be improved?
- What methods of transferring skills and teaching have you tried with your counterpart, community workers, or in the community? What has been most successful and why? What has been most frustrating and why?

2 Minutes

2c. Bridge to the next part of the session by briefly summarizing the discussion and explaining that successfully transferring their skills to the community is an important part of their role as a Volunteer. It is a way to make a lasting, positive impact on their communities and to ensure that their projects will continue after they leave.

Case Study -- The Dabenga School Construction Project

5 Minutes

3a. At this point you have a choice of action: If Unit II, Session 2, "Responsibilities of Volunteers and Community in Developing and Implementing a Project," has been conducted during this training cycle, distribute a copy of the case study (without discussion questions) and take a few moments to refresh the memories of the participants and review with them the Case Study of the Dabenga School Construction Project (Handout 1). Focus on a review discussion of Part III: Avoiding Dependency of the handout (questions 7 through 9).

OR

25 Minutes

If that session has not been included in this training cycle, distribute the case study without the questions that follow it. Have participants read the case study

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and then lead a discussion based on questions 7 through 9 of the handout. For guidance, consult step 5a of that session.	
3b. Distribute Handout 3, "The Wheel of Community Self-Reliance." Explain that the "critical spokes" depicted on the wheel are tied into good planning. The Volunteer can use this wheel as a check list in analyzing the self-reliance of a community project.	2 Minutes
3c. Lead a discussion of the Dabenga project using the wheel spokes as a check list. Have participants analyze what Steve's role should be in the project.	8 Minutes
3d. Now have the group focus on community skills. Divide them into groups of two to three people each. Distribute the handout "Community Skills Inventory." Allow the small groups or teams five minutes to work on the handout as if they were Steve in Dabenga.	5 Minutes
3e. Instruct Volunteers to work individually on the handout developing an inventory of their own community's skills. In the process, have them refer to the Wheel of Community Self-Reliance as a check list. Encourage them to note down ideas they have for promoting community self-reliance.	5 Minutes
3f. After they have worked individually, have each person discuss their community skills inventory with the small group or their team partner.	15 Minutes
3g. Reconvene the large group and discuss what they learned in the smaller groups.	5 Minutes
Summary and Closing	
4a. Briefly summarize the session. Emphasize that the Volunteer who maintains control of a project and waits until the end of his/her service to transfer skills to the community is making mistakes that the community may suffer from.	5 Minutes
4b. Review the next session.	
4c. Close this session.	

UNIT IV

SESSION 1

IDENTIFYING AND MANAGING PERSONAL STRESS

NOTES/SUMMARY

RATIONALE:

Volunteers often work and live under stressful and isolated conditions without the kind of support systems for coping with stress that they had in the United States. Cultural situations and difficult working conditions can sometimes push Volunteers close to the "breaking point," often without them being aware of exactly the source of stress. In some instances their usual ways of handling stress are not viable in their Peace Corps sites.

This session will help Volunteers identify the sources of personal stress and assist in developing strategies for dealing with them.

TOTAL TIME: 2 hours

OBJECTIVE:

1. To identify and discuss the personal stress sources for participants and how they react and cope with them.
2. To identify and discuss the stress sources of host-country nationals and their ways of coping with them.
3. To develop strategies for participants' personal stress management.

TRAINER PREPARATION:

1. Since this topic will be conducted by a non-professional, it is recommended that the trainer go through the session prior to delivery and complete the handouts and questions. This will give a good feeling about the depth to which stress will be dealt with in the session. It is important to convey in this session a feeling of "trainer

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facilitating awareness of stress and its management" rather than "trainer as stress expert."

2. Prepare newsprint.

MATERIALS:

- pencils and paper
- newsprint and markers

PREPARED NEWSPRINT:

- Session objectives
- Prepare a newsprint with several definitions of stress. Use the three definitions given in step 2c of this session. Feel free to include other definitions.

HANDOUTS:

1. Analysis of Personal Stress
2. Identifying and Managing Personal Stress: A Tool for Volunteers

PROCEDURES:

Introduction

1 Minute

1a. Introduce the session by explaining to participants that the purpose of this session is not to delve into the subconscience of the Volunteer nor to address the problems of the deeply troubled Volunteer. This session is being conducted by a lay person who is not trained in clinical stress management and therefore should not be looked upon as such. The session will, however, take a close look at normal, everyday stress and how the Volunteer can better manage that stress. Recommend that should Volunteers at any time during their service feel the need for professional help in the management of personal stress, they should seek assistance from Peace Corps staff.

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1b. Present the session objectives on prepared newsprint and review them with participants. 2 Minutes

What Is Stress and How Do I Manage It?

2a. Write on newsprint "Define STRESS in your own words." Instruct participants to take three minutes to think about this and to write down their ideas in one or two sentences. 3 Minutes

2b. Solicit stress definitions from participants. List the main ideas on newsprint so you can refer to them throughout the ensuing discussions.
Briefly discuss the differences and similarities in participants' definitions. 3 Minutes

2c. Review for the participants the three definitions you listed on newsprint. Explain that while their definitions are good and valid these are merely definitions from a dictionary and one from a well-known doctor who wrote one of the classic books on stress management. 2 Minutes

TRAINER'S NOTE: Your newsprint might look like this:

> THREE DEFINITIONS OF STRESS:
>
> 1. Mental or physical tension or strain. (Webster's New World Dictionary)
>
> 2. A mentally or emotionally disruptive or disquieting influence. (American Heritage Dictionary).
>
> 3. In a medical sense, stress is the rate of wear and tear in the body. (Dr. Hans Seyle, The Stress of Life. 1976)

2d. Explain to participants that it is important to be able to recognize when we are experiencing stressful periods. Once we 1 Minute

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can recognize them we can begin to manage them. Emphasize that stress is nothing to be ashamed of--it is a normal part of life.

8 Minutes

2e. Distribute a copy of Handout 1, "Analysis of Personal Stress Review," to each participant. Explain that the session will proceed as follows:

- They will begin by identifying two examples from their past when they experienced stress.
- Once they have identified these examples, they will then look at other important aspects which will begin to give them an indication of how they manage their own stress.
- Later, they will learn ways that they might better manage their stress and how these can be applied in their Peace Corps service.

Instruct participants to take five minutes to write down two examples of stress they experienced within the last five years but before they became Volunteers.

TRAINER'S NOTE: Point out that participants are not to move ahead to Columns B, C or D yet. They will do this with the trainer's guidance.

7 Minutes

2f. Explain to participants that whenever we experience stressful periods, we react in some way.

Have participants identify some examples of how people in general may react to stress. As they give their ideas, write them on newsprint.

TRAINER'S NOTE: Examples that should be included on the newsprint, if not identified by participants, are:

- Develop skin rashes;
- Frequently on edge and irritable with people around me;

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- Tend to sleep a lot, especially during the day;
- Try to forget about it thinking it will go away;
- Always tired;
- Don't feel motivated to do anything;
- Don't socialize;
- Have a hard time concentrating;
- Start losing weight;
- Poor diet or irregular eating habits;
- Don't really care about my appearance;
- Get sick a lot;
- Frequently forget things;
- Moods change abruptly;
- Find myself becoming angry at people and not knowing why.

2g. Turn participants' attention to Column B of the handout, "How I reacted to this situation." Instruct them to recall specific examples of how they reacted to the situations they identified in Column A. 10 Minutes

TRAINER'S NOTE: Since it is not the purpose of this session to become involved in a highly clinical discussion of stress, do not discuss at length aspects of physical and emotional reactions. However, it is useful to point out to participants that people's reactions to stress are: 1) physical; or 2) emotional. While it is possible to cite examples of each (emotional--mood changes; didn't care about appearance) (physical--sickness; anger; skin rashes), very frequently these reactions are interrelated. For example, a 'physical' reaction of developing skin rashes is usually the result of 'emotional' conditions. For this reason you should not

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make firm statements about whether examples given by participants are physical or emotional.

4 Minutes 2h. When participants have completed Column B, elicit examples from them and engage in a short discussion. Point out as frequently as possible the similarities participants identify to show that others share similar stresses and they are not the only ones with such feelings and reactions.

8 Minutes 2i. Turn participants' attention to Column C of the handout, "Sources of this stress," and instruct them to try to identify the basic causes of the examples listed in Column A. Elicit examples from participants and engage in a short discussion of the similarities identified.

7 Minutes 2j. Instruct participants to take a few minutes to reflect on the ways in which they were able to overcome or manage the stress listed in their two examples. Elicit examples from them and discuss the different ways people can use to manage stress. Point out that while examples given by some participants may or may not work for others, they are worth considering. Suggest that participants make a list of examples cited by others for their own future purposes.

Managing Stress as a Volunteer:

1 Minute 3a. Explain that what they have just completed should help give them a good understanding of how they deal, or do not deal, with stress in general. Explain to them that they should retain this self-awareness as we move into the next section of the session.

1 Minute 3b. Explain that the stress participants experienced in the United States may or may not be similar to the stress they may experience as a Volunteer. Turn the attention to a discussion of types of stress the Volunteer may experience, possible reasons or causes of this stress, and ways of managing the stress.

5 Minutes 3c. Write the following heading on newsprint:

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EXAMPLES OF STRESS A VOLUNTEER MAY EXPERIENCE

Instruct participants to take a few minutes to think about possible stresses that Volunteers experience. Solicit responses from participants and write their responses on newsprint beneath the heading.

The following should appear on the list. If they do not, point them out when participants have no more ideas to present.

- Feeling alienated (from home, family, country);
- Not understanding the culture;
- Not feeling competent in the language;
- Not feeling he/she is accomplishing anything useful or valuable;
- Feeling isolated (from other Volunteers in same country);
- Not feeling 'accepted' by the community or counterpart.

TRAINER'S NOTE: Place newsprint on wall.

3d. Write on blank newsprint: 5 Minutes

WAYS OF OVERCOMING STRESS AS A VOLUNTEER:

Explain to participants that sometimes people manage stress successfully while other times perhaps not as well as they could. Elicit examples from participants of possible ways of dealing with the stress they listed in the above question on "Examples of Stress a Volunteer May Experience."

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Review the list by discussing which of the examples may be more successful than others.

TRAINER'S NOTE: Place newsprint on wall beside above the first list.

1 Minute

3e. Explain to participants that they will now look specifically at the local culture in the country where they are Volunteers. People in cultures all over the world experience stress, and most of them find ways of managing or attempting to alleviate this stress. Some of these may be individual, yet many are cultural.

7 Minutes

3f. Write the following on newsprint:

SOURCES OF STRESS OF LOCAL PEOPLE	HOW LOCAL PEOPLE COPE WITH STRESS

Elicit examples of stress sources from participants, and write them on newsprint. Some examples to help participants get started are:

- unemployment;
- poverty;
- political upheaval;
- displacement;
- terminal illness or death of family member.

Turn their attention to the second column, "How local people cope with stress." Instruct them to identify ways they know the local people use to cope with stress. Point out that these can be both positive and negative. Record their examples.

TRAINER'S NOTE: Some examples may be:

- drinking/alcoholism/drugs;
- men playing games at local meeting hall;

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- women doing laundry at communal watering hole;
- parties/celebrations;
- dancing/singing;
- fighting/violence.

3g. Point out to participants that it is possible that Volunteers can cope with some of their stresses by observing how the local people do so. Refer participants back to the newsprint and discuss which examples might work for them.

8 Minutes

Point out that what may work for one participant may not for another, and vice versa.

Some Personal Considerations

4a. Explain to participants that daily routine is an important consideration in a Volunteer's life, and that a Volunteer's present routine probably has no similarity to the daily routine they experienced in the U.S.

1 Minute

4b. Write the following on newsprint:

5 Minutes

MY ROUTINE IN THE U.S.	MY ROUTINE IN (NAME OF COUNTRY)

Have participants copy this diagram on paper and reflect on their routine in the U.S., as well as their present routine.

4c. Elicit examples from participants and lead a discussion about the major differences in their routines. Use the following questions to help in the discussion:

10 Minutes

- What part of your routine in the U.S. do you most miss now?
- How can you replace or adapt that routine here? What activity?

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- What do you enjoy most about your new routine here?
- What specific activities in your present routine did you learn from the local people?
- What aspects of your present routine would you like to continue when you return to the U.S.?

Strategies For Managing Personal Stress

2 Minutes

5a. Explain to participants that while this session is intended to give them a better understanding of the causes of stress and how they as Volunteers might go about managing it, it should help to develop strategies that will assist them in managing personal stress when they return to their sites.

13 Minutes

5b. Distribute a copy of Handout 2, "Identifying and Managing Personal Stress: A Tool for Volunteers," to each participant. Review the handout aloud and discuss how the participants can use it in their daily lives.

Summary and Closing

5 Minutes

6a. Review the objectives listed on newsprint. Emphasize that stress is common, and there is nothing unusual about being under stress. However, it is important to be aware at all times of sources of stress and how each person copes. Suggest that the participants refer to the handouts they worked on during the session as guides whenever they seek ways of coping with stress.

6b. Bridge to next session.

6c. Close this session.

UNIT IV

SESSION 2

RELATING HEALTH TO STRESS AND DEVELOPING STRATEGIES FOR RESOLVING CONFLICTS

NOTES/SUMMARY

RATIONALE:

People experiencing prolonged stress without adequate coping mechanisms are at risk of developing health problems. At times, the appearance of a health problem caused by stress is the first indication that an individual is not able to cope with or manage stress on his/her own. Conflicts with counterparts, community members, professional colleagues, and peers are common sources of Volunteer frustration, anxiety, and stress. In this session, Volunteers will learn what health problems are associated with stress and reflect on their own health status. The session will also address the development of skills and strategies to resolve conflicts.

TOTAL TIME: 2 Hours and 20 minutes

OBJECTIVES:

1. To identify and discuss the common health problems associated with stress.
2. To assist participants in evaluating their own status regarding stress-related health problems.
3. To identify common sources of conflicts for Volunteers.
4. To identify and develop conflict resolution techniques and strategies.

TRAINER PREPARATION:

1. Prepare newsprint and handouts.
2. Recruit and brief a host-country trainer on the Conflict Resolution and Dialogue Role-Playing parts of the session to provide input and insight into the cultural aspects of the conflicts.

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MATERIALS:

- pencils and paper
- newsprint and markers

PREPARED NEWSPRINT:

Session Objectives

HANDOUTS:

1. Stress--A Vignette
2. Stress Tolerance Check List
3. Conflict Resolution
4. Conflict Dialogue #1
5. Conflict Dialogue #2
6. Conflict Dialogue #3

REFERENCES/RESOURCES:

- Morse and Furst, Stress for Success - A Holistic Approach to Stress and Its Management, New York, 1979.

PROCEDURES:

Introduction

2 Minutes — 1a. Review what was covered in Unit IV, Session 1, "Identifying and Managing Personal Stress." Explain that the session today builds on what was previously covered.

2 Minutes — 1b. Introduce the session by presenting the objectives on newsprint and the rationale to the participants.

Stress and Health Problems

1 Minute — 2a. Mention to participants that being a Peace Corps Volunteer is stressful because of new languages, food, housing, friends, and work pressures in addition to the cultural differences. Explain that continued stress

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can manifest itself in physical health problems.

2b. Lead a discussion about the common health problems related to stress. Ask participants what minor ailments they or people they know have suffered from as a result of stress. List their responses on newsprint. The list might include: 4 Minutes

- headaches
- nausea (and sometimes vomiting)
- diarrhea
- muscle tension or pain
- fatigue or lethargy
- changes in appetite
- depression or anxiety
- insomnia
- missed menstrual periods.

TRAINER'S NOTE: Develop a vertical list of problems on the left side of the newsprint so that the right side can be used in the next part of the discussion. Label the list "Common Health Problems from Stress."

2c. Ask participants what people commonly do to relieve these health problems and list their responses on the right hand side of the newsprint under the label "Relief Measures." The list should include the following: 5 Minutes

- relaxation and meditation
- exercise
- take medicine/drugs
- drink alcohol
- smoke

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- drink coffee
- binge eating.

In the discussion have participants talk about the positive and negative aspects of the relief measures listed. Volunteers need to recognize that while alcohol, tobacco, coffee, and medicines/drugs can relieve the symptoms, they are not good long-term answers to stress. They can cause or aggravate medical problems.

Alcohol and Stress

15 Minutes 3a. Handout "Stress--A Vignette" for particpants to read. Then lead a discussion based on the questions at the end of the vignette.

4 Minutes 3b. Talk about the stress-related health risks Volunteers face other than alcoholism, including: high blood pressure, heart problems, ulcers, drug addiction, stroke, and the risk of developing a major illness of any kind. Mention that these problems can begin at the age of Volunteers. Also mention that the risk of developing serious medical problems can be reduced if people learn to recognize the signs of stress, if they learn to reduce their risk factors, and if they develop healthy ways to cope with the stress.

Stress Check List

10 Minutes 4a. Handout the "Stress Tolerance Check List" and ask participants to complete it for their own benefit.

3 Minutes 4b. Ask participants to refer back to Ray's situation and list some of his risk factors for developing stress-related health problems. Look for the following responses:

- he's close to being a "Loner"
- father has heart disease
- he's single
- he consumes a lot of alcohol

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- he has no personal conversations or consultations
- he has had life crises within the past year (father's illness, split with girlfriend, joined Peace Corps)

4c. Have participants think about and then discuss ideas for lowering their own stress risk as well as Ray's. Encourage them to help each other and share ideas for culturally acceptable ways to exercise, socialize, develop close friends, relax, etc. — 10 Minutes

Break — 10 Minutes

Conflict Resolution

5a. Explain that some techniques, such as exercise and relaxation, can reduce the effects of stress. However, it can also be helpful to reduce stress itself. One of the more common sources of stress is conflict. Explain that now the group will look at what conflict is, its many causes, and ways of dealing with it. — 1 Minute

5b. State that for this session you would like to define conflict as: "A sharp disagreement, opposition, or collision in interests or ideas; a clash." Write this on newsprint. Point out that while conflict may sound negative, there are positive aspects as well. Have participants discuss what positive aspects there are in conflicts. Look for the following point in the discussion: Differences produce conflict, which can lead to greater understanding, clarity, new insight, and creativity. — 8 Minutes

5c. Divide the group into half. Instruct one group to quickly generate causes of conflict and the other to come up with ways of dealing with conflict. Have them write their lists on newsprint. Reconvene the larger group and lead a discussion about their findings. — 10 Minutes

5d. Point out that there are many ways of dealing with conflict but that not all of them — 8 Minutes

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result in the desired outcome. Distribute the Handout 3, "Conflict Resolution." Explain that this handout can serve as a reference for them.

Discuss how conflicts can be resolved through negotiation. Use the following to make the necessary points:

NEGOTIATION SKILLS:

- Understand the nature of the conflict and the motives involved.
- Initiate a confrontation without attacking or demeaning anyone ("I think we need to clarify a problem ...").
- Listen to the various points of view and try to avoid provoking an argument.
- Propose possible solutions.
- Decide together on the most acceptable solution. Plan how it will be carried out. Evaluate the solution after a specified time. If it is not working, begin again with Step 1.

7 Minutes 5e. Ask for input and suggestions from the host-country trainer regarding the cultural aspects of conflicts and their resolutions.

10 Minutes Dialogue Role-Playing

6a. Explain to participants that they will work through some conflict dialogues. Break into three groups and give each group one conflict dialogue role play. Instruct them to work out a way to resolve the conflict, which they will present to the larger group.

30 Minutes 6b. Reconvene the large group and have each of the smaller groups role play their conflict and its resolution. Have the host-country trainer react to the cultural aspects of the role plays.

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Summary and Closure

5 Minutes

7a. Review the session. Remind participants that stress and conflicts are normal parts of life and that we cannot expect a stress-free life, particularly in the Peace Corps. However, we can work towards coping with stress and dealing better with conflict situations.

7b. Preview the next session.

7c. Close this session.

UNIT IV

SESSION 3

PEER COUNSELING TECHNIQUES AND NETWORKING FOR PERSONAL SUPPORT

RATIONALE:

As a result of living and working under stressful and isolated conditions, Volunteers may feel the need for emotional release and personal support beyond what is usually available to them. Such support can be provided by Peace Corps staff and Volunteer peers in both formal and informal situations. Peer counselinng, one option which can be explored, is covered in this session. This session builds on and adapts ideas presented in the session on peer counseling in the Personal Safety in Cross-Cultural Transition manual.

TOTAL TIME: 3 hours

OBJECTIVES:

1. To review and discuss the purpose and techniques of peer counseling.
2. To develop peer counseling skills through role playing.
3. To help Volunteers identify their personal strengths and weaknesses as peer counselors.

TRAINER PREPARATION:

1. Review the session on peer counseling in the Personal Safety in Cross-Cultural Transition manual. Find out if it was covered in Pre-Service Training.
2. Prepare newsprint.
3. Select and brief a participant for a role play (see step 2e).
4. Pick four of the five role play situations you wish to use (see handouts).

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MATERIALS:

- Newsprint and markers

PREPARED NEWSPRINT:

- Session objectives
- Steps in Peer Counseling (see step 5b)
- Role Play Instructions (see step 7b)

HANDOUTS:

1. Observation Guide
2. Role Play Situation: Janet/John
3. Mini Role Play: Situation 1
4. Mini Role Play: Situation 2
5. Mini Role Play: Situation 3
6. Mini Role Play: Situation 4
7. Mini Role Play: Situation 5
8. Some Tips on Peer Counseling

REFERENCES/RESOURCES:

- Personal Safety in Cross-Cultural Transition (Peace Corps manual)

Introduction

2 Minutes 1a. Present the objectives of the session on newsprint and review them with participants.

Explain that this session will expand on the peer counseling session they received during Pre-Service Training.

What is Peer Counseling?

3 Minutes 2a. Write on newsprint the words PEER COUNSELING. Instruct participants to tell you the first thing that comes to their minds when they hear these words. As they give their ideas, list them on the newsprint.

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2b. Explain to participants that a key word to remember about peer counseling (and one they may have listed above) is HELPING. Cover the following points about peer counseling and helping:

4 Minutes

- There is a difference between helping someone with their problems as a friend and peer, versus helping them in a professional way. People who seek help from professionals often need therapy, which is a more clinically-oriented service offered by personnel with experience in therapy techniques.
- Few, if any, of the participants are qualified to provide professional, clinically-oriented therapy to other Volunteers. For this reason, it is important to differentiate between HELPING, which is peer counseling, and THERAPY, whicn should be provided by a professional.
- The person seeking help usually has the answer(s) to their problem, but often does not have the perspective or distance in order to see clearly enough to find the solutions. Other people not too close or involved in the situation can provide assistance in helping people gain a better understanding of their problem, which in turn will help them work through the problem and find the solutions that work best for them.

TRAINER'S NOTE: Point out to participants that you are not suggesting that Volunteers have no need for therapy. There are Volunteers whose problems may not be solved through peer counseling, and they may need to seek professional help. In such cases, point out that these Volunteers should seek assistance from Peace Corps staff.

2c. Write on Newsprint:
PURPOSES OF PEER COUNSELING

3 Minutes

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Instruct participants to consider the purposes of peer counseling. Ask for their ideas, and list them on newsprint. Engage in a discussion of their responses, and ask them to share actual examples if they desire.

Role Play

1 Minute

3a. Explain to participants that they will now observe a role play. The role play situation will be a hypothetical situation between two Volunteers. One of the Volunteers has come to seek help and advice from another Volunteer. At the end of the role play action, the participants will discuss aspects of what they observed. Suggest that they take notes as they observe the role play action.

1 Minute

3b. Inform participants that you have asked a participant to assist you in the role play. Explain that during the role play action they will be observers who will watch and listen carefully and make notes.

4 Minutes

3c. Distribute a copy of "Observation Guide" to each participant (Handout 1) to assist them as observers. Review the guide aloud, and clarify any questions.

3 Minutes

3d. Distribute a copy of Handout 2, "Role Play Situation: Janet/John". Have participants read the situation over silently.

TRAINER'S NOTE: A female name and male name are given so that you have the option of selecting the most appropriate role player. Point out to participants which name applies. While participants are reading the situation, set up the 'stage' for the role play. You may want to use props that reflect a Volunteer's house. Try to create an appropriate mood for the role play.

10 Minutes

3e. Inform participants what the setting is and that the part of the Volunteer/peer counselor will be played by you. Conduct the role play.

TRAINER'S NOTE: You should have a clear understanding of the points that should be brought out in the role play. Try to create a situation where there are many problems

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with the person offering the counseling. You need not exaggerate the problems. Aspects that need to be brought out during the role play are:

- peer counselor does not appear very attentive or interested.
- peer counsel asks only 'closed' questions.
- peer counselor uses bad non-verbal behaviors. (Examples: body position is not facing other person; distracting motion with arms; playing with a pencil; tapping pencil on a chair; tapping foot; etc.)
- peer counselor does not repeat or paraphrase what Volunteer says.
- peer counselor makes attempt to try to get Volunteer to express how he/she feels about the situation.
- peer counselor is quick to offer solutions and advice.

Review and Discussion of Role Play

4a. Explain to participants that you will now discuss the action they have just observed. Instruct them to refer to the notes they took on the Observation Guide to assist them in the discussion. 1 Minute

4b. Use the questions from the Observation Guide handout as the basis for your discussion on the role play. 15 Minutes

As participants offer their ideas, guide the discussion with such questions as:

- How did not using open-ended questions affect the Volunteer?
- How did the Volunteer respond to the non-verbals in the counselor?
- How did the Volunteer react to the 'solutions' being offered by the counselor?

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- Was this a positive peer counseling experience for the Volunteer? Why? Why not?

- What were the weaknesses the counselor had?

- What were the counselor's strengths?

The Techniques of Peer Counseling

5 Minutes

5a. Refer participants' attention back to the ideas they generated in the beginning of the session when you asked for their definitions of peer counseling. Review the list briefly. Now move to a discussion on how one can approach using peer counseling. Explain that, later in the session, they will be given an opportunity to develop these techniques in the classroom, but first they will consider techniques that will help them be effective peer counselors.

Explain to participants that, when beginning to look at techniques, it is important to understand that the basic assumption in peer counseling is that the person seeking help actually has the solution to their problem, but often they do not have enough perspective on the problem to be able to see those solutions and work through them effectively or rationally.

TRAINER'S NOTE: As you discuss the techniques of peer counseling, reinforce concepts and ideas by referring participants back to the role play they have observed. Point out specific examples, and elicit actual examples from their experiences. Citing examples from the role play will assist in clarifying the techniques of peer counseling.

3 Minutes

5b. Explain that there are some basic rules to follow when counseling peers. Present the following on prepared newsprint:

SAMPLE NEWSPRINT

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STEPS IN PEER COUNSELING:

1. Help person state the problem.
2. Help person clarify their feelings.
3. Help person identify what they think about the problem/situation.
4. Help person identify and consider their options.
5. Help person decide on a plan of action.

Review this list of steps with participants, and point out that the operative word in each is 'help'.

Refer participants' attention back to the role play, and discuss if the peer counselor followed these five steps.

5c. Lead a discussion about what should be avoided when peer counseling. The following points should be covered: 7 Minutes

- Avoid being the problem-solver.
- Avoid being too quick to judge or offer opinions.
- Avoid forcing your opinions or solutions on others.
- Avoid underestimating the seriousness of another's problems.

Refer participants' attention back to the role play, and have them cite specific examples they observed from this list of things to avoid.

Communication Skills in Peer Counseling

6a. Point out to participants that good communication skills are essential in being 5 Minutes

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an effective peer counselor. Write "COMMUNICATION SKILLS" on newsprint, and have participants give you some examples of what they consider communication skills. List their responses on newsprint. They should include:

- Active listening
- Questionning skills
- Paraphrasing
- Non-verbal behaviors.
- Use of silence.

Explain to participants that the session will now focus on the above five communications skills.

TRAINER'S NOTE: This material is similar to information covered in Pre-Service Training. Check to see if Volunteers have already covered this information before proceeding.

18 Minutes

6b. Use the Trainer's Guide to Communication Skills Needed in Peer Counseling located at the end of this session to discuss needed skills.

15 Minutes

Break

Developing Skills at Peer Counseling

1 Minute

7a. Explain to participants that they have reviewed a variety of techniques that can make their ability to counsel peers more effective.

Explain that they will now be able to practice using the skills/techniques covered through a series of mini role plays.

Mini Role Plays

5 Minutes

7b. Introduce the mini role plays by covering the following points:

- Each role play will consist of a group of three participants: a Volunteer; a peer

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counselor; and an observer.

- Each Volunteer will be given a short hypothetical situation to read.

- Volunteers are free to use their imagination, but they should stay within the confines of the situation.

- In the role play the Volunteer will seek help from another Volunteer who will be the peer counselor role player. It is the peer counselor who will be required to test the use of the skills/techniques discussed in the session to offer the most effective help to the Volunteer in working through the hypothetical situation confronting him/her.

- The observer will be given an Observation Guide. As the two role players (Volunteer and peer counselor) role play the situation, the observer will make notes about the peer counselor's skills as well as the reaction of the Volunteer.

- Each role play situation will last between five and ten minutes, at which time the action will stop. Then the observer will provide feedback to the peer counselor on the points listed in the Observer Guide.

- There will be at least three rounds with different role play situations. All three role players will have an opportunity to experience each of the three parts. More importantly, each participant will experience using the skills/techniques discussed in the session.

Before beginning the first role play, be sure participants understand the rules, and clarify any confusion before proceeding.

Summarize these instructions on newsprint:

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SAMPLE NEWSPRINT

ROLE PLAY INSTRUCTIONS

- Volunteer will seek help from Peer counselor
- Observer will take notes
- Role play will be 10 minutes maximum
- Observer will provide feedback
- Large group discussion will take place
- Roles will be switched with new role plays

2 Minutes

7c. Assign participants to groups of three each. Instruct them to move their chairs to a place in the room where they will not be disturbed by other groups. Allow groups to work outside or in another room if this is feasible.

TRAINER'S NOTE: In some situations there will not be an even division of three to form triads. In such cases, you may opt to:

1. Become a member of one triad;
2. Have two observers in some of the role play groups.

The second option is preferred, simply because it is useful for you to move from one triad to another to observe the action. In this way, you will have more examples on which to draw in group discussions.

1 Minute

7d. Distribute copies of the first situation you have chosen only to those participants who will be the Volunteer role player for the first situation. Instruct them not to share their situations with either the observer or peer counselor.

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7e. Allow triads ten minutes for the first role play.

10 Minutes

7f. When role play is finished, instruct observers to give feedback to the peer counselor using the Observation Guide. The observer should point out specific examples and offer suggestions and other helpful insights that can improve the counseling skills of the peer counselor role player.

3 Minutes

7g. Engage in a discussion with the large group based on the following questions:

7 Minutes

- What were the particular strengths and weaknesses you noticed in the peer counselor?
- What specific suggestions did you make for improvement?
- (To peer counselor role players:) How did you feel about your peer counseling skills? Did you feel as effective in offering help to your colleague/peer as you had hoped?
- (To Volunteer role player:) How did you respond to the peer counselor? How did he/she help you work through your situation? How could they have improved? Did you feel satisfied with the results?
- Did counselors help Volunteers state the problem? Clarify their feelings? Help them identify what they think about the problems? Help them identify and consider their options? Help them decide on a plan of action?
- What communication skills were used?

7h. Instruct participants to change roles, and repeat the process. Distribute a new role play situation.

20 Minutes

7i. Instruct participants to change roles again. Distribute a third situation, and allow participants to follow same procedures as above.

20 Minutes

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2 Minutes

7j. When all participants have had at least one opportunity to experience being the peer counselor, explain that what they have experienced in a few short minutes is certainly not sufficient to make them expert peer counselors. However, it should help point out the specific strengths and weaknesses they may have as peer counselors and how they might go about improving these skills. Explain that these techniques need constant development.

2 Minutes

7k. Distribute a copy of Handout 8, "Some Tips on Peer Counseling," to each participant. Explain that these tips list all the techniques discussed in the session and can be used as a check-list when providing peer counseling.

2 Minutes

7l. Explain to participants that the Observation Guide used during the first role play is an excellent tool to use when providing peer counseling as it allows you to evaluate yourself as a 'helper' and gives you an indication of how effective you were.

Summary

5 Minutes

8a. Summarize the session by referring back to the objectives written on newsprint. Emphasize the following in the summary:

- Volunteers should not feel obligated to provide peer counseling. Some Volunteers may not feel comfortable in the role of peer counselor; others may.
- Developing skills as peer counselors needs practice and the ability to look closely at yourself, particularly your strengths and weaknesses and reactions to other people's problems.
- A key word to keep in mind is "Confidentiality". Nothing will jeopardize one's reputation as a friend and 'helper' more than breaking the confidentiality with an individual who sought support from you.

8b. Close the session.

Cover the following points in a group discussion. Ask participants for examples when appropriate. Refer participants to the role play for examples of each skill area.

1. Active Listening Skills

- It is essential in any effective communication to be an active listener rather than a passive listener. A passive listener is one who may appear to be listening to what another is saying but has his/her mind on another topic. An example might be a student in a classroom who is thinking about being outside in the snow and not fully concentrating on the professor's lecture.
- It is important, when listening, to be attentive and sensitive to the other person's feelings.

2. Questioning Skills

There are three types of questions:

- Closed questions, which require a very short answer, usually 'yes' or 'no,' and which may limit or close communication. When appropriately used, they can also help the person acknowledge his/her feelings.
- Open questions, which require more information from the person. An example of an open question would be: "How do you feel about this situation?" The respondent has been given the green light to state his/her feelings at length if he/she so desires. Open questions tend to open communication between people rather than close it.
- Implied-answer questions, which are posed in such a way as to imply the answer. An example would be: "You must feel terrible about this situation, don't you?" The questioner has implied the answer, "Yes, I feel terrible."

3. Paraphrasing

- Is not merely repeating verbatim.
- Is the ability to hear what someone is saying and give them a synopsis or summary of what they have said.
- Should avoid judgments, although it can state what 'feelings' the listener picks up.

4. Non-Verbal Behaviors. Examples include:

- Positioning body so that you are facing the other person, therefore appearing attentive and interested.
- Acknowledging what the other person is saying by moving head up and down.
- Eye contact while person is speaking shows interest.

Frequently we can be communicating an important message to someone, and our non-verbal behaviors will communicate a different message than the one we intend to communicate. Some examples might be:

- Telling someone you're interested in what they are saying while continually peering out the window or at your watch.
- Not maintaining eye contact can communicate disinterest.

Non-verbal behaviors are often cultural.

5. Use of Silence

- Using silence can be effective, but at times it is uncomfortable to allow interludes when nothing is being said.
- It can allow the person receiving counseling time to think about a statement or a question posed by the peer counselor.

APPENDIX A

NEEDS ASSESSMENT AND HANDOUTS

IN-SERVICE TRAINING NEEDS ASSESSMENT

VOLUNTEER: Please fill out this form completely and return it to ________________ in the Peace Corps office by ________________ YOUR IN-SERVICE TRAINING WILL BE PLANNED ACCORDING TO THE RESPONSES WE RECEIVE. Tell us which topics will be most beneficial to you.

NAME:
TECHNICAL AREA/CURRENT JOB DESCRIPTION: ________________

I. LANGUAGE SKILLS AND TRAINING

A. Circle the number corresponding to your level of proficiency in the language(s) spoken in your area:	NO KNOWLEDGE	BASIC KNOWLEDGE	WORKING KNOWLEDGE	FLUENT
Language(s) ________________	0	1	2	3
________________	0	1	2	3
________________	0	1	2	3

B. Indicate your need for additional language training:	NEEDED	STRONGLY NEEDED	ESSENTIAL
Language(s) ________________	1	2	3
________________	1	2	3
________________	1	2	3

II. TECHNICAL TRAINING:

List the areas of technical training you would like to see covered during In-Service Training. Indicate your need by circling the appropriate number. Be as specific as possible regarding the area of technical training (for example, state the area as "intestinal parasites life cycles" or "first aid" rather than "health" or "sanitation").

AREAS:

	NEEDED	STRONGLY NEEDED	ESSENTIAL
A. ________________	1	2	3
B. ________________	1	2	3
C. ________________	1	2	3
D. ________________	1	2	3
E. ________________	1	2	3

III. NON-TECHNICAL AREAS: Indicate your interest in receiving training in the following areas by circling the appropriate number:

		NOT NEEDED	NEEDED	STRONGLY NEEDED	ESSENTIAL
A.	Assessing Volunteers' Current Situations - Includes one session on assessing the initial months of a Volunteer's experience including expectations, accomplishments and barriers and one session on identifying and achieving long-term goals.	0	1	2	3
B.	Working with Community Leaders - Includes two sessions: 1) Identifying leaders in your community and gaining support for a project, and 2) Responsibilities of Volunteers and community in developing and implementing a project.	0	1	2	3
C.	Mobilizing Resources - Involves sessions on 1) Assessing needs and conducting a feasibility study, 2) Identifying and using appropriate resources and sources of assistance, 3) Developing and submitting a written proposal, and 4) Transferring skills and information and ensuring project continuity.	0	1	2	3
D.	Volunteer Personal Support - Three sessions cover: 1) Identifying and managing personal stress, 2) Relating health to stress and developing strategies for resolving conflicts, and 3) Peer counseling techniques and networking in personal support.	0	1	2	3
E.	Please list areas not mentioned above that you would like covered during In-Service Training (please be specific):				
	1. ________________________		1	2	3
	2. ________________________		1	2	3
	3. ________________________		1	2	3

IV. ADDITIONAL COMMENTS: Use this page to state any concerns you have regarding your needs for In-Service Training and your overall feelings regarding your Peace Corps experience thus far. Your concerns will remain confidential.

UNIT I
SESSION 1
HANDOUT 1

SELF-ASSESSMENT GUIDE

Date________________________

- At the beginning of my service I set the following goals which I hoped to accomplish as a Peace Corps Volunteer:

  1.

  2.

  3.

  4.

- So far I have accomplished:

  1.

  2.

  3.

- Problems I have encountered in achieving my goals as a Peace Corps Volunteer are:

  1.

  2.

  3.

- I might be more successful in achieving these goals if I:

  1.

  2.

  3.

- Now after several months of being a Volunteer I have set the following additional goals:

  1.

  2.

  3.

CASE STUDY: A PC AGRICULTURAL EXTENSION VOLUNTEER

SITUATION:

Mary Jane arrived at her PC site in November as the rainy season was beginning. She had had two months of agricultural extension training in the capital and felt adequately prepared for her job. During her training she had learned that the Ministry of Agriculture and Peace Corps wanted Volunteers and their counterparts to work in three areas: proper use of pesticides, introduction of inexpensive protein sources, and encouragement of family gardens. Based on the information given to her during her brief site experience, Mary Jane developed the following objectives for herself before arriving at the site:

1. In the first six months, organize a 1/2 day course on pesticides for farmers;

2. In the first six months, identify an inexpensive, appropriate protein source and devise a plan to introduce it; and

3. In the first six months, increase the number of family gardens by 20%.

When Mary Jane arrived at her site, she was warmly welcomed by her counterpart. Her counterpart spent most of her energy working on the family garden project, which was popular in the community. Mary Jane saw that by participating in the garden project, she could gain acceptance into the community while working towards one of her objectives.

The first three months in her site were happy and fulfilling. Mary Jane enjoyed new friendships and felt that she was accomplishing something. The number of family gardens was increasing, and she had even begun her own garden. However, at the end of the third month, she found herself becoming tired of talking constantly about gardens. Her mind often drifted to thoughts of pesticides and protein. She wanted to develop a project she could call her own.

Mary Jane approached her counterpart with her ideas for a pesticide course. Because two deaths due to pesticides had occurred in the area in recent months, Mary Jane thought it would be an easy concept to sell. Her counterpart, however, was not receptive to the idea, replying that lack of transportation was a problem in reaching out to the farmers. Mary Jane thought to herself that she would initially have to try the course on her own.

Mary Jane next suggested a soy bean project to provide an inexpensive source of protein. Before she could offer any ideas for the project, her counterpart began ranting and raving about the frustrations she experienced four years before with the soy bean project that David, a former Peace Corps Volunteer, had introduced. The people who had grown soy beans lost money because no one would buy them. The recipes that David had used were awful (men couldn't cook anyway), and people blamed the counterpart for their losses.

Mary Jane bit her tongue and forced herself to listen to and analyze what her counterpart was saying. Rather than offer her own ideas, Mary Jane attempted to draw ideas from her counterpart. She decided that it would be prudent to learn more about her counterpart's concerns and the community's experience and needs as a first step to reassessing her objectives. So Mary Jane turned her attention back to promoting gardens.

PROJECT PLANNING GUIDE

PLANNING STEPS	EXAMPLE	YOUR PROJECT
1. Observe and analyze needs and resources	1. A community and its Volunteer have observed that measles, diarrhea, drought, malnutrition, and tetanus are their most serious problems. They have the resources to do something about measles, diarrhea, tetanus, and perhaps malnutrition.	1.
2. Determine needs to be addressed	2. They determine that they will address the measles and tetanus problems first because they feel they'll have a better chance for visible success.	2.
3. Define objectives (try to address "who, what, where, when, why" when developing objectives)	3. They define their objectives as: To vaccinate 80% of the children under 15 years of age in the community against measles and tetanus within 7 months.	3.
4. Develop a strategy, list of tasks, and a time line for each objective. Define how objectives might be evaluated.	4. They develop a strategy for community education and recruitment. They decide who will vaccinate and where it will be done. They list all the tasks involved and when they need to have them done, including getting necessary money and equipment. They decide that they will judge their success by the percentage of children who are vaccinated as well as a decrease in deaths due to the diseases.	4.

PROJECT PLANNING GUIDE

PLANNING STEPS	EXAMPLE	YOUR PROJECT
5. Periodically assess the progress towards the objective in terms of the strategy, tasks and time line. Identify successes, problems, barriers, solutions.	As they carry out the program, they check the time line and review the plan to make sure things are going as planned and to make sure they haven't forgotten anything.	5.
6. Periodically re-examine needs and objectives.	If they discover that many young adults are getting measles, they may consider raising their age limit.	6.

UNIT I
SESSION 2
HANDOUT 1

LONG-RANG PLANNING

GOALS (What I want to to accomplish in the next 2 years; within the next 5 years.) Include Peace Corps goals, career goals, and personal goals	What I have to do to accomplish the goal	When I can start	Possible barriers	Strategies for overcoming barriers
1.				
2.				
3.				
4.				

UNIT II
SESSION 1
HANDOUT 1

IDENTIFYING COMMUNITY LEADERS

In introducing a new project to a community, it is important to identify the leaders who will not only support and/or oppose you, but how you can best benefit from their positions as community leaders. In the following three columns consider the people in your community you would consider leaders, the qualities that make them leaders, and the types of leaders they are.

COLUMN A	COLUMN B	COLUMN C
THE "LEADERS" IN MY COMMUNITY ARE:	THE QUALITIES THAT MAKE THESE PEOPLE LEADERS ARE: (i.e., strengths, weaknesses, influences, reputations, etc.)	TYPES(S) OF LEADERS

COMMUNITY LEADERS*

There are many types of informal leaders in your community, in addition to the formal leaders.

. . . Do you know who they are?
. . . Do you know how to work with them?
. . . Do you know how to get them to work with you?

There are:

1. NATURAL LEADERS . . . who attract the trust of community people, who will usually have a lot of common sense, integrity, and concern for other people.
   A NATURAL LEADER is not easily identified... is not looking for power for himself/herself... has good judgement and practical common sense... has no personal axe to grind, so he/she attracts trust and confidence... may not have much formal education... may not speak out much at public meetings... knows the community very well and is familiar with the conditions and problems... may be a favorite barber, bartender, healer, owner of a grocery store, etc.

2. INSTITUTIONAL LEADERS... who are connected with religious, educational, or political institutions.
   AN INSTITUTIONAL LEADER has power in the local church, school system, or local government... has prestige and influence in the community... may have been appointed or elected to his/her position... What he/she doesn't approve of is likely to be rejected by the community people.

3. PRESTIGE LEADERS... who have wealth and social position in the community, who are usually well educated, and may even have traveled a lot.
   A PRESTIGE LEADER often belongs to a family that has had influence in the community for many years... is probably wealthy and has a high social position... is usually well educated and well traveled... generally guides the social areas of the community... is usually afraid of "losing face."

4. SPECIALTY LEADERS... who are usually the ones community people contact when they have a special kind of problem and need good advise.

   A SPECIALTY LEADER has been successful in a certain field... may have started out poor but has now "made it"... has acquired skills and practical knowledge over the years... may have gone out on a limb to start a business in the community, and has been successful at it... is known for acting carefully and giving sound advice.

5. VOLUNTARY LEADERS... who volunteer some of their energies and time to community and public causes which they believe in.
   A VOLUNTARY LEADER usually has definite ideas about what should be done and how it should be done... has energy and motivation but probably not much time to research a problem... is likely to be in the limelight because he/she is persuasive and may have honors and titles... may feel guilty about his/her own affluence... probably has a lot of talent at organizing... is usually a good spokesperson or public speaker on behalf of a cause.

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*Information on types of leaders adapted from the files of Doris Phelps. From the Peace Corps Manual, The Role of the Volunteer in Development.

GAINING SUPPORT FOR A COMMUNITY PROJECT

STEP 1: THE IDEA

1. Briefly describe the project, including its goals and objectives:

2. Is this project your idea or someone else's? How did the idea come about? How will this affect the project?

STEP 2: THE COMMUNITY

1. How will this project benefit the community? Whom in the community will it benefit?

2. Will anyone in the community "lose" as a result of the project? Explain.

3. How do you think the community will react to the project idea?

4. It is rare that a project idea will have the immediate support of everyone in the community. List where your support and opposition may come from, and why.

COMMUNITY SUPPORT FROM:	WHY:	COMMUNITY OPPOSITION FROM:	WHY:

5. How can you best use community support to your benefit?

6. How will you overcome the opposition to your project?

STEP 3: THE PROJECT

1. What is the time-frame, from start-up to completion, for the project?

2. What is needed to implement the project? Where will you get it/them?

   A. Monetary costs:

   B. Non-monetary costs (i.e., vehicles, people, time, supplies, etc.):

STEP 4: COMMUNITY LEADERS (Refer to Handout 1, "Identifying Community Leaders")

1. List the most appropriate leader(s) in your community to assist you in introducing and implementing this project? What makes them the best choice?

STEP 5: INTRODUCING THE IDEA

1. How will you involve the leader(s)? Exactly what will they do?

2. With your understanding of the leader's personality and strengths/weaknesses, what is the best approach you can use in introducing the project idea?

3. Who is the best person to actually introduce the project idea to the leader/community? Yourself? Your counterpart? Other? Why?

4. Who, besides yourself and your counterpart, should participate in introducing the project idea? What exactly will they do?

CASE STUDY:
THE DABENGA SCHOOL CONSTRUCTION PROJECT

November 14
Dabenga Province

Mr. Robert Simpson
Country Peace Corps Director

Dear Bob,

It seems like yesterday I was finishing my pre-service training with you. So much has happened since then, and I wanted to let you know - especially since you told all of us Volunteers to let you know about successful projects. I remember you told us it wasn't going to be easy to get our communities involved and to get our ideas accepted. Sure enough, it was tough going, but I can't believe how well everything turned out here in Dabenga. We had a few touchy problems along the way which I'll explain more about in this letter, but I was able to smooth things out.

When I arrived in Dabenga after my training, I discovered that what this community needed more than anything was a school. I was amazed that there never was a school here before. So I got to work planning every little detail of this project. It took a lot of work thinking out all the details and strategies to my plan, but it was all I thought about for weeks.

Once I had my plan worked out I presented it to Ernest, my counterpart. He agreed it was a good idea. I asked him about the next step in selling the idea to the community, and he said we needed to take the idea first to the local community council, a group of leaders consisting of the chief (a hereditary position), a few politicians, and the village minister. They, in turn, would present the idea to the community at one of the monthly meetings. He told me that the council was always involved in political disputes, and as a result not much ever happened in Dabenga, so he wasn't sure how they'd respond to my idea. I just wanted to steer clear of politics. After all, the school was important to the community, and I didn't think political squabbles between local leaders should interfere one way or the other. Ernest seemed to be aware of the reasons for the friction, but said he had no idea how to solve it. So I felt it might be a good idea if I called the council members together and presented a plan. As an outsider I couldn't possibly pose any threats to their leadership.

So, I called a meeting of the council, and presented my plans (everyone was there except the chief; I think he was sick). Everyone seemed to accept the idea, and they said they'd discuss it and give me their decision in a week. All week I waited with great anticipation for news from the council. Ernest told me one day during the week that he'd heard talk in the community that the council was involved in another one of their typical disputes. It seemed that one of the council members, Mr. Scott (a local politician who represents Dabenga on the national council), wanted to donate some of his land for the school, but other members felt the school should be closer to the village. They all accused Mr. Scott of having political motives because this is an election year. Actually, Bob, I didn't think it was such a bad idea having the school outside the village. The way I look at it, it's better to take the bus to a place that is quiet and has lots of open space than to have a school in the middle of a dirty, crowded village. So I decided to use some of my own influence, and casually talked to women in the local market, the local barber - people like that. A week later the council accepted the plan. What a relief to know it was finally settled. I could hardly wait to begin construction.

It was Mr. Scott who called the community meeting to announce the project and to announce that he's donated land for the school. I was introduced as the 'great bringer of the first school to Dabenga.' Everyone sat attentively as I reviewed the plan in detail. Mr. Scott then called upon all the local businessmen to donate materials for the school, and before long we had everything we needed. The community seemed anxious to get involved too, although Ernest told me that only the people who supported Mr. Scott would probably get involved. Anyway, we certainly had enough people who wanted to help, and within two weeks we were ready to begin.

As you know, constructing a school is right up my alley as I'd been an architect and engineering student for three years, and then actually constructed log cabins in a state park back home for two years. Unfortunately, most of the people who live in Dabenga are farmers, and the only thing they'd ever constructed was a simple storage bin for their corn. I ended up supervising the construction and doing a lot of the work myself to save time. I cut the beams, laid the foundation, and needed a few people to hold up the beams while I secured them in place. The local people baked the bricks from the local clay (almost all the houses in Dabenga are made from this colorful brick, and this skill goes back many generations), and others were busy collecting thatch for the roof. Everyone worked so well together - I suppose because we already knew what we were doing. Mr. Scott invited me to his house every day for lunch.

Ernest was right there throughout the construction, and he'd ask me every day what he could do to help. Usually he'd pitch in and help make the bricks. When the time came to begin searching for a teacher for the school, I suggested to Ernest that this would be a good project for him. He said he'd always been good at this sort of 'research' work, so he was off to the capital the next day. He was gone for four days, and when he returned told me all about his trip.

Unfortunately, politics entered into the picture again. Ernest said he'd been to the job search office at the National School Board offices, and had been given the names of several candidates. He'd been able to interview most of them, and had found two very strong candidates - in fact, both originally from Dabenga. One of them was a man from a well-established family in Dabenga and had just received his degree from the national university. The other candidate was a 30-year old woman who'd received a teaching certificate but had ten years experience teaching in a rural community. Both of them seemed anxious to return to Dabenga, and they were pleased to learn there'd be a school there soon.

Ernest said that the decision should be made by the council, but he expected problems because Mr. Scott would obviously want the male university graduate who was a friend of the family (talk is that he'd be groomed for a future position on the council), whereas the others would probably prefer the woman teacher. In an attempt to avoid a confrontation, I suggested to Ernest that instead of presenting both candidates to the council we present only one. Although he hesitated, we both agreed in the end that it would prevent more rumblings. Ernest seemed to favor the female teacher until I pointed out that it was Mr. Scott who'd donated the land, and we should consider this as a way of thanking him (between ourselves, of course). So we both presented the male candidate's name to the council.

It took another two weeks to complete the basic construction. Once the frame was up, it was time to place the bricks. It was fascinating to watch the local people bake those clay bricks, and I was amazed to see them place those bricks without the slightest crack between them. In fact, I learned something that I hope to use if I'm involved again in construction projects back home.

Within two months the school was completed, and the council hosted a big community celebration complete with roast pig and all sorts of local foods. I was asked to make a speech, and we danced all night.

Now that it's all finished, I must say that I haven't worked so hard in my whole life, Bob. I'm really glad to be a Volunteer here in Dabenga, and already I'm thinking about new projects for the community. Next time I'm in town I'll drop by and pick your brain about some ideas you might have.

By the way, Bob, it seems to me that other Volunteers could learn something from my experience here in Dabenga. How about if I write it up and you can submit it to Peace Corps Times?

Sincerely,

Steve
Peace Corps Volunteer, Dabenga Province

PART I: VOLUNTEER RESPONSIBILITIES IN A PROJECT

1. What would you consider to be Steve's biggest accomplishment in the Dabenga School Construction Project? Why?

2. What was Steve's biggest mistake? Why? What would you have done differently?

3. Make a list of the responsibilities Steve took on during the project. Were these appropriate? What could have been different?

4. Develop a simple checklist of DO's and DON'Ts for Volunteers to remember when implementing a community project such as this one.

PART II: COMMUNITY RESPONSIBILITIES IN A PROJECT

5. Make a list of the responsibilities taken on by the community during this project. Were these responsibilities appropriate? Why? Why not?

6. How could the community's role in this project have been different? How could Steve have assisted in this?

PART III: AVOIDING DEPENDENCY

7. What has the community gained as a result of this project? What has it lost?

8. When Steve leaves Dabenga, what are the chances another school will be built by the community? Why? Why not?

9. What could Steve have done to develop less dependency on him, and on Volunteers in general, during such a project?

PART IV: CULTURAL NORMS

10. List the cultural norms at work in the Dabenga community.

11. How did Steve handle each of these norms? Was his approach an effective one? What would you have done differently?

TRANSFERRING SKILLS

In order to transfer skills, Volunteers must:

- communicate effectively;
- in order to communicate effectively, understand another's point of view and his/her perspectives of the world;
- understand another's perspective, experience it as closely as possible.

COMMUNICATE. Good interpersonal skills are important:

- cooperative
- friendly
- respectful of others
- attentive listener
- capable of building trust
- aware of cultural differences
- can remain calm in stressful situations

Avoid talking down to others or on a technical level that may be confusing.

Talk about the skill(s) you want to tranfer. Do not assume that people will automatically understand and accept the value of a new skill. Adults, in particular, must feel that the time invested in learning a new skill is beneficial to them. They must desire to learn the skill and have the ability to learn it.

DEMONSTRATE. Don't just talk about a skill - demonstrate it. Prepare your demonstration. Be clear, precise, simple. Place steps on chalkboard or prepare other visual aids which will reinforce your demonstration.

A crucial step in transferring skills is to allow people to experience the new skill. This is best done immediately following a demonstration of the skill.

USE OTHERS TO TEACH. If a person has become adept at a new skill, allow him/her to teach that skill to others while you step aside and observe.

BE PATIENT. If skill transferrance seems slow, consider changing your approach rather than assuming people are slow to catch on.

CREATE INDEPENDENCE. As soon as a skill is learned, it is time for you to back off. As a teacher, your job is complete. Observe the new skill(s) in practice, and correct as necessary.

Transferring a skill successfully can be one of the most rewarding aspects of a Volunteer's experience. But know WHEN your role as teacher ends.

TIPS FOR CONDUCTING EFFECTIVE MEETINGS

1. PURPOSE.

   What is the purpose of the meeting? What do you want to accomplish? If you are sure about the purpose of the meeting, then you will know what points need to be covered. Develop an AGENDA of all the points that need to be covered in the meeting, and stick to it. Be sure that the participants understand the purpose of the meeting.

2. WHO SHOULD/MUST ATTEND.

   If the purpose of the meeting is clear, there should be a clear idea about who should attend. Local leaders? Politicians? Community members? Teachers? Clergy? Businessmen? How will they be invited?

3. LOCATION.

   Where a meeting is conducted can contribute to its success or failure. An acceptable, accessible, adequate location is important for its success. Public places are usually better than private places.

4. WHO SHOULD CONDUCT THE MEETING.

   This is crucial to any meeting. Consider what needs to be accomplished through the meeting. Who in the community is the best person to conduct the meeting? For example, if the community members need to be involved in constructing a dam, you may want the local chief to conduct the meeting.

5. WHAT DO YOU NEED TO CONDUCT THE MEETING.

   Some meetings may need chairs, tables, chalkboard or newsprint, pencils, or pamphlets to be distributed. If so, be sure everything is ready before the meeting begins. Do not arrive at a meeting when everyone is waiting and discover that you forgot to bring something.

6. COMMUNICATION IS THE KEY TO A SUCCESSFUL MEETING.

   The way you present yourself in a meeting will have a lot to do with the success of the meeting and whether you achieve your objectives. Be attentive to everyone's input and suggestions, and allow people to participate. Do not deliberately put down others' opinions and ideas.

   Keep in mind that, ultimately, the key to a successful meeting is good planning.

FIVE STEPS IN ASSESSING NEEDS

(Adapted from Helping Health Workers Learn)

STEP 1: A. Ask community people to speak of their community's as well as their own problems and needs, both big and small. Ask questions that call for specific answers so that people can discuss problems from their own experiences.

Example: "What is the worst problem your family had this year?" (good, specific) rather than "What are the worst problems of people in your village?" (too vague)

B. Although the focus will be on your specific technical area, encourage people to mention other problems and concerns. Many times the causes can be traced back or connected to an aspect of your technical area.

STEP 2: A. Consider the relative importance of the different problems. List the prolems and rate how common and how serious they are, using marks from one plus (not very common or serious) to five pluses (extremely common or serious). Then add up the pluses to get an idea of its relative importance in the community. A list might look like this:

PROBLEM	HOW COMMON	HOW SERIOUS	HOW IMPORTANT
Children have worms	++++	++	6
Chicken died	+++	+++	6
Too far to water	+++++	++	7
Not enough to eat	++++	++++	8
Crops failed	+++	+++++	8
Food in store too costly	++++	++++	8
Babies have diarrhea	+++++	++++	9
Toothaches	++	+++	5
Heart attacks	+	++++	5
Road is impassable in rain	+++	++	5

STEP 3: Examine the problems listed and think about their causes and possible solutions, and group similar items together. In the list above there are at least two groupings:

1) Children have worms, too far to water, babies have diarrhea.

2) Chickens died, not enough to eat, crops failed, food in store too costly.

Take an average of the groupings importance rating (Group 1=7.3; Group 2=7.5)

STEP 4: Re-examine the problems and the groupings and decide which ones you want to look at more closely. Then ask the following questions:

1) What are the causes of the problems (physical and social, coming from inside and outside the community)?

2) What are people's attitudes, traditions, and concerns about the problems?

3) How can these problems be solved?

4) Who should be involved in decision-making?

STEP 5: Formulate and write down the general goal and objectives of a project to address a chosen need. Then ask the following questions and make appropriate revisions in your plan:

1) Whose needs will the project be designed to meet?

2) Will it only extend an existing system or project or will it help to change it?

3) Will it make the poor more dependent or help them become more self-reliant? Will it promote or resist social change?

FEASIBILITY STUDY GUIDE

BACKGROUND: A Volunteer is working in a community in which convenient potable water is a problem. Women spend a good portion of their time walking long distances for water or they pay someone else to do it. Diarrhea is a serious problem related to the lack of convenient potable water. Some community leaders have met and agreed upon a goal (to provide the community with covenient potable water in order to reduce death and disease from diarrhea and save women time). The proposed objective is to construct ten shallow sanitary wells throughout town within a year. The community hopes to get funding and assistance from an international agency.

QUESTIONS	EXAMPLE	NOTES
1. Cost-Benefit Factors		
a. What are the different options for a project and how much would they cost?	a. - Ten shallow sanitary wells would cost $ _____ per well; $ ____ total. - Three deep artesian wells would cost $ _____ per well; $ ____ total. - Water piped into each house would cost $ _____ per house; $ ____ total.	
b. What will it take in time and resources to prepare, implement, and carry out the various options?	b. - Shallow wells: One year, simple digger and equipment. - Artesian wells: Nine months, special digger and equipment. - Piped water each household: 3 years, equipment for each household.	
c. How long will the benefits of the project last?	c. - Shallow wells: 5 year without expensive repairs - Artesian wells: 8 years without expensive repairs - Water each household: 3 years without expensive repairs	
d. What will it cost to maintain the project (labor, parts replacement, repair)?	d. - Shallow wells: $___ average per year - Artesian wells: $____ average per year - Water each household: $____ average per year	

FEASIBILITY STUDY GUIDE (Cont'd)

QUESTIONS	EXAMPLE	NOTES
e. What other factors should be considered?	e. - Shallow wells: Will be difficult to drill in rocky areas. - Artesian wells: hilly part of town. - Water demand each household:	
2. Organizational / Social Factors		
a. Is there sufficient community or group support and involvement?	a. Community wants a project. Sanitation commission needs to be formed. People who sell water will oppose project.	
b. Is there sufficient leadership involved in the project?	b. One dominant political leader is involved; the town's physician and 3 active school teachers are pushing for a project.	
c. How will this project change the social structure of the community?	c. People who earn money hauling water will lose. Community interaction during water hauling will decrease.	
3. Physical Factors		
a. Are the needed technical skills available?	a. Sanitation inspector works in town but engineer will have to help from the city.	
b. Are the necessary materials and resources available to implement and maintain the project?	b. Special digger may be difficult to get; all other materials are available if they can be paid for. Some international agencies have funded other potable water projects.	
c. Where can this project take place?	c. Town has some public land--enough for 2 wells at most. For other well(s), private land must be donated.	

UNIT III
SESSION 1
HANDOUT 3

STEPS TO PROACTIVE PLANNING

1. Identify the goal - A goal is a broad general aim or mission. It is what you want to happen as a result of your efforts, e.g., "to raise the standard of health or the village people by improving village sanitation and cleanliness."

2. Outline specific objectives for achieving the goal - From one project goal, several specific objectives may emerge. A well-defined objective will clarify in detail what the tasks will be for reaching the goal. Objectives specify:

   - for whom the project is being done;
   - by whom;
   - within what period of time;
   - where; and
   - what we want to accomplish.

   Objectives are clearly measurable and can be evaluated. Clear objectives are crucial to proactive planning, e.g., "during the first 4 months, work with my counterpart conducting 10 home visits, to discuss sanitation and health with family members."

3. Anticipate possible obstacles - good proactive planning should try to identify possible problems and how they may be solved, e.g, a possible obstacle to the above objective would be language ability to conduct home visits. A solution would be to study the language before attempting the visits, or have the help of a translator.

4. Identify resources - To successfully complete your objectives, you may need some resources, i.e., other people, information, materials, and/or money. Knowing these resources and planning how to obtain them will be a key to successfully completing your project, e.g., you may need a language tutor and may need money to pay for this.

5. Evaluation measures - A good plan must include how to measure if you are meeting your objectives and goals. Evaluation is something that should be on-going, which allows you to make minor adjustments before completion. If your objectives are very specific, then evaluation can be based on them - did you accomplish the specific task?

6. Documentation - Planning is not something you do and keep in your head; clear work plans help you in your daily, weekly, and monthly tasks. It is important to document what you plan to do but also to document the implementation as you do it. Keep records of what steps you take, what obstacles you encounter, how you overcome them, what creative solutions you use, and what evaluation measures you use. This will be important in looking at the development of the project and its success; likewise, it can be shared with other Volunteers involved in similar projects.

(From The Role of the Volunteer in Development Manual).

UNIT III
SESSION 2
HANDOUT 1

SOURCES OF ASSISTANCE AVAILABLE FOR FUNDING COMMUNITY PROJECTS

(Should be completed by the trainer or Volunteers before the session.)

SOURCE	ADDRESS	CONTACT PERSON	TYPE OF PROJECTS FUNDED	RESTRICTIONS/ LIMITATIONS	AVAILABLE FUNDING

NINE BASIC PARTS OF A PROPOSAL

(Adapted from The Grantsmanship Center, Program Planning and Proposal Writing, Expanded Version.)

1. Cover Letter - Brief, simple, and pleasant.

2. Summary - Write it last, but put it at the beginning. State what the community is requesting and why. Briefly state objectives, activities you will conduct to accomplish the objectives, total cost, and what is being requested from this funding source. Limit the summary to half a page.

3. Introduction/Description or Background of the Applicant - Describe the agency's or community's qualifications to establish "credibility." Make it interesting. State who is applying for funds. This section might include:

    - When, why, and how the organization was started;
    - The philosophy, purpose, and goals of the organization (but do not dwell on them);
    - The organization's accomplishments and current activities;
    - The organization's relationship to other agencies;
    - Size and characteristics of the population served;
    - Quotes from letters of endorsement (which can be included at the end of the proposal);
    - Some appropriate data supporting the track record of the organization.

4. Statement of the Problem or Need - Clearly state the community's problem or need--it is the reason behind the proposal. Support it with evidence, including statistics. State clearly who in the community has the problem or need.

    The problem or need should be defined in reasonable dimensions so that the proposal can show how the community will address it with help from the funding source. The problem statement should relate to the purposes and goals of the organization or community.

5. Project Objectives - State what specific outcomes the community wants to accomplish. Use words like "to increase," "to decrease," and "to reduce." Each objective should state who will do what, when it will be done, how much will be done and how it will be measured. The objectives should relate directly to the problem or need.

6. Methods - Clearly describe the activities, methods, or strategies the community will use to accomplish the objectives. State why they chose these particular activities or methods. Describe the sequence of activities (time lines are helpful), the staffing needed, and people who will benefit from these activities. Be realistic and reasonable about the scope of activities and the resources and time needed to accomplish them.

7. Evaluation and Documentation - Explain who will evaluate the project and how and when it will be done. Evaluation has two components: 1) outcome or results, and 2) process, or how the project was conducted. In the proposal define what criteria will be used in the evaluation, how information will be gathered, how the evaluation will be used to improve the project, and what reports will be made.

8. Future Needs for Funding - If the project will be continued or will require maintenance beyond the funding requested, explain how the community plans to cover future financial needs. If partial funds are requested from a funding source, explain where the community will get the rest of the funds.

9. Budget - Find out what budget information the funding source requires. Some sources have specific forms. If a budget is long, a budget summary may be written after completing a detailed budget. Include the complete budget of the project and clearly specify what is being requested from the funding source. Divide the budget into two main categories: 1) Personnel (salaries, benefits, consultants), and 2) Non-Personnel (space costs, utilities, equipment, consumable supplies such as paper and pencils, travel, telephone, and other costs such as insurance or postage). The budget summary can be set up like this:

	TOTAL	TOTAL REQUESTED	TOTAL DONATED
TOTAL THIS PROJECT	$	$	$

I. Personnel

   A. Salaries & Wages
   B. Fringe Benefits
   C. Consultants and Contract Services

II. Non-Personnel

- A. Space Costs
- B. Rental, Lease, or Purchase of Equipment
- C. Consumable Supplies
- D. Travel
- E. Telephone
- F. Other Costs

A complete budget will break down each item and explain it in detail.

SAMPLE PROPOSAL TO CRITIQUE

COVER LETTER

January 14, 19_ _

Ms. Sandy Dollars
The Friendship Foundation
C/O The American Embassy
Capital City

Dear Ms. Dollars:

As we discussed during our visit last week, enclosed is a formal request from the town of Santa Isabel for a grant of $7,520 from The Friendship Foundation toward the construction of a $8,704 health center.

The Municipality and the people of Santa Isabel and its surrounding area sincerely hope that the Friendship Foundation will act favorably upon our request for assistance for this much-needed project.

Sincerely,

Robert Flores, Mayor

Janice Wright, Peace Corps
Volunteer

Enclosure

SUMMARY

The goal of this proposed project is to improve the health of the people of Santa Isabel and the surrounding area. The Municipality of Santa Isabel has planned for the construction of a health center to provide a central facility where medical care and health education can take place. Residents of the town currently have to travel 30 kilometers for medical assistance. The Ministry of Health will provide the health center with salaries for a part-time physician, health educator, and nurse once the facility is constructed. Last year the Municipality of Santa Isabel successfully built a school with assistance from a foundation and local businesses.

INTRODUCTION

Santa Isabel is a growing rural town of 1,500 inhabitants located in the Central Valley. The town is the modest commercial center for an agricultural region of 8,000 people. The Municipality of Santa Isabel has taken a leading role in improving the quality of life in the town and surrounding areas. Last year the Municipality planned and built a school with foundation and local assistance. This year it is organizing a farming cooperative and road maintenance campaign.

The Municipality has attempted to respond to the needs of the community as they arise. The Municipality has a good track record in responding responsibly to these needs. A recent audit review of the school construction project reported that "every bit of money was responsibly spent and accounted for." The Ministry of Agriculture recently observed that the farm cooperative is "getting off to a well-supervised, responsible start."

The Municipality and community of Santa Isabel have carefully examined the current needs in the area and have decided to address the problems regarding the lack of medical care.

PROBLEM STATEMENT

According to the Ministry of Health, Santa Isabel has a greater problem with death and disease because of diarrhea, childhood diseases, and malaria than the rest of the country. Last year over 60% of the town's children under five years of age had diarrhea, and seven children died from it. Few children are immunized against the common childhood diseases, and three unimmunized children died from measles last year. The Municipality estimates that over half of the people in Santa Isabel have suffered from malaria. Although information is lacking on the health of the surrounding population, the Ministry of Health estimates that the problems in outlying areas are at least as critical as those in the town.

Many of the medical problems the people suffer from could be solved with medical care and health education. However, no medical care is currently available in Santa Isabel. The closest medical facility is 30 kilometers away. At a recent town meeting, the community enthusiastically expressed support for the construction and staffing of a health center in Santa Isabel.

PROGRAM OBJECTIVE

The objective of this project is to construct a three-room health center in Santa Isabel within six months. The construction will be of brick because it is durable and can be obtained locally. Complete architectural plans are attached.

METHODS

The health center will consist of three rooms (a waiting room/ education room and two examination rooms). The staff required for construction will be interviewed and selected by the Municipality. All aspects of the project, including the construction, will be supervised by the Municipality. The Municipality will also conduct periodic evaluations to make sure that the project is being properly carried out. A time chart for the project is as follows:

TASKS	- 1 mo.	0	1 mos.	2 mos.	3 mos.	4 mos.	5 mos.	6 mos.
1. Complete architectural plans	|--|							
2. Hire construction supervisor		|--|						
3. Obtain donated materials	|---	-----	----|					
4. Purchase materials			|--|		|--|		|--|	
5. Hire construction crew			|--|					
6. Lay foundation			|--|					
7. Construction			|---	-----	-----	-----	-----	---|
8. Inspections/Evaluations			|---	-----	-----	-----	-----	---|
9. Final negotiations with Ministry of Health for staffing							|--|	
10. Inauguration								|--|

The land where the health center will be constructed is located one block from the Municipality near the center of town. The land has been valued at $1,000. The owner has agreed to sell it to the town for $500.

BUDGET	TOTAL REQUESTED	TOTAL DONATED
I. Personnel	$3,625	$600
A. Salaries and Wages		
(1) Municipality Supervisor @$200/mo x 10% x 6 mos.		120
(1) Construction supervisor @$150/mo x 100% x 6 mos.	900	
(4) Construction workers @$100/mo x 100% x 6 mos.	2,400	
B. Fringe Benefits		
Holidays bonus @ 5 x $20	100	
C. Consultant and Contract Services		
Architect @ $20/day x 4 days		80
Electrician	225	
Bookkeeping Services		100
Peace Corps Volunteer		300
II. Non-Personnel	$3,895	$584
A. Space costs		
Office rent		60
B. Rental, Lease, or Purchase of Equipment		
Cements	175	
Bricks & mortar	2,000	
Flooring	600	
Paint	100	
Truck rental	100	
Construction tools	350	
Land	500	500
C. Consumable Supplies		
Paper & pencils		15
D. Travel		
3 trips to capital @ $3/round trip		9
E. Other costs		
Insurance (liability accident/theft)	70	
TOTAL	$7,520	$1,184

WORKSHEET OUTLINE OF A PROPOSAL

BASIC PART	IDEAS/NOTES
1. Cover Letter	
2. Summary	
3. Introduction	
4. Statement of Problem or Need	
5. Project Objectives	

6. Method	
7. Evaluation and Documentation	
8. Future Needs for Funding	
9. Budget	

THE VOLUNTEER'S ROLE IN TRANSFERRING SKILLS

(Adapted from Helping Health Workers Learn)

It is not enough to explain to community workers or counterparts about "people-centered" activities or education. As Volunteers we must set an example. This means we must carefully and frequently examine our own habits in community development work, in terms of both the methods we use and the way we relate to community workers.

The methods we use. If we would like community workers to use stories when teaching village mothers, then we, too, need to use stories for helping community workers learn. If we would like them to help children learn through puppet shows, games, and discovering things for themselves, we must let them experience the excitement of learning in these ways. If community workers are to help farm workers discuss problems and choose their own courses of action, then we must give community workers similar opportunities during skills transference training. COMMUNITY WORKERS WILL BE MORE ABLE TO HELP OTHERS LEARN BY DOING IF THEY, THEMSELVES, LEARN BY DOING.

How we relate. HOW we Volunteers teach community workers our skills is just as important as WHAT we teach them. But HOW WE TEACH depends greatly on HOW WE FEEL towards the community workers. If we respect their ideas and encourage them to question our ideas and to think for themselves, then they will gain attitudes and skills useful for helping people meet their biggest needs. But if we fail to respect our community workers and attempt to transfer skills to them in an authoritative way without encouraging them to question and think, we may do more harm than good. Experience has shown that workers trained in this way make poor teachers and bossy leaders. Rather than helping people gain the understanding and confidence to change their situation, they can even stand in the way.

To set a good example for community workers, we Volunteers need to:

- Treat the community workers as our equals--and as friends.
- Respect their ideas and build on their experiences.
- Invite cooperation; encourage helping those who are behind.
- Make it clear that we do not have all the answers.
- Welcome criticism, questioning, initiative, and trust.
- Live and dress modestly; accept only modest pay.
- Defend the interests of those in greatest need.
- Live and work in the community. Learn together with the people, and share their dreams.

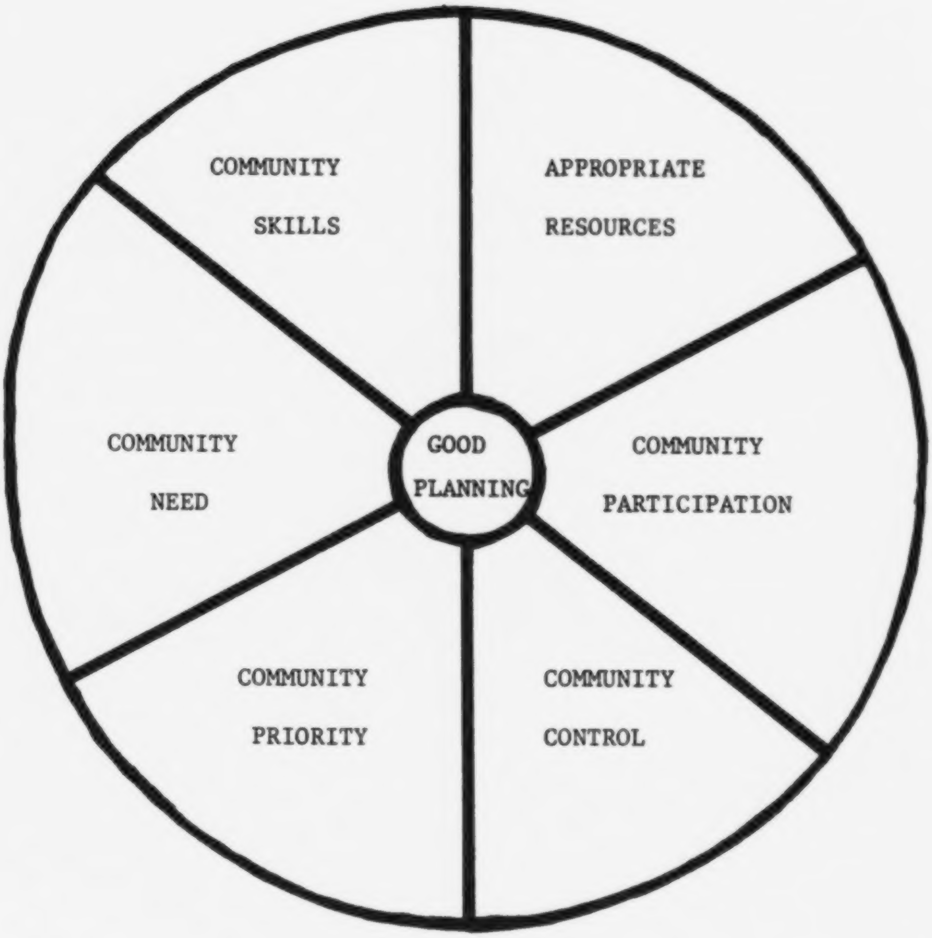
These ideas are beautifully expressed in this old Chinese verse:

Go in search of Your People:
Love them;
Learn from them;
Plan with them;
Serve them;
Begin with what they have;
Build on what they know.

But of the best leaders
when their task is
accomplished,
their work is done,
The People all remark:
"We have done it ourselves."

UNIT III
SESSION 4
HANDOUT 3

THE WHEEL OF COMMUNITY SELF-RELIANCE


COMMUNITY SKILLS
APPROPRIATE RESOURCES
COMMUNITY NEED
GOOD PLANNING
COMMUNITY PARTICIPATION
COMMUNITY PRIORITY
COMMUNITY CONTROL

UNIT III
SESSION 4
HANDOUT 4

COMMUNITY SKILLS INVENTORY

	Skills community has which will assist them in development work	Skills community needs to improve	How I can help community improve them	Skills community needs to acquire	How I can help community acquire them

UNIT IV
SESSION 1
HANDOUT 1

ANALYSIS OF PERSONAL STRESS

COLUMN A	COLUMN B	COLUMN C
EXAMPLES OF STRESSFUL SITUATIONS List two examples of stressful situations you experienced within the past five years.	HOW I REACTED TO THIS SITUATION Identify specific examples, i.e., slept a lot; tried to ignore it; was always angry but didn't know why; etc.	SOURCES OF THIS STRESS Identify the causes of the stress, i.e., job situation; family illness; fear of failing.
EXAMPLE 1:		
EXAMPLE 2:		

IDENTIFYING AND MANAGING PERSONAL STRESS: A TOOL FOR VOLUNTEERS

The following tool presents several important considerations on personal stress. It can be used whenever necessary to help give you a better understanding of your stress and help you plan to manage it successfully.

---

1. The cause of my stress is:

2. I am reacting to this stress by:

   My reaction is: positive _______ negative _______
   acceptable _______ non-acceptable _______

3. The implications of not doing anything positive to change my stress are:

   -
   -
   -

4. I need to start:

   -
   -
   -

5. I need to stop:

   -
   -
   -

6. The first steps I need to take toward necessary change are:

   -

   -

   -

7. The kinds of support I need are:

   -

   -

   -

8. The people/places where I can obtain this support are:

   -

   -

   -

UNIT IV
SESSION 2
HANDOUT 1

STRESS--A VIGNETTE

Ray has been a Volunteer for almost nine months. His experience has been pretty good so far - the community has a couple of projects in the works which he helped initiate. His days are busy, and he feels that he's helping and learning. The evenings and nights, however, are long and lonesome. He's not sleeping well. His daytime friends and co-workers have families and consequently no time for him after work. Although Ray has pretty much mastered the vocabulary related to work, he has a long way to go to become comfortable expressing personal thoughts and feelings in the language. In short, he feels uncomfortable relating on a close, personal level with people here. His problem with sleepless nights began about two months ago when he stopped receiving letters from his girlfriend. Things got worse for him five weeks ago when he received a letter from his mother mentioning that his father's heart condition seemed to be getting worse. Three weeks ago he walked down to the local bar for beer and companionship - he just couldn't face another evening alone followed by a sleepless night. After a couple of beers he felt better and momentarily forgot about home. Also, he felt that he could speak the language better when he got a little "high," and he began to enjoy the company of others in the bar. Since that first night he has returned frequently. Occasionally he loses count of the number of beers he drinks. He doesn't feel this is a problem - as long as he doesn't drink alone he won't become an alcoholic.

Questions

1. What are some of the stress factors facing Ray?

2. How is he dealing with them?

3. What risks does he face?

4. What might you recommend to someone like Ray to help him deal with his situation?

STRESS TOLERANCE CHECK LIST

UNIT IV
SESSION 2
HANDOUT 2
PAGE 1

(Adapted from Morse and Furst, Stress For Success - A Holistic Approach to Stress and its Management, "The Personalized Assessment Stress System.")

INSTRUCTIONS: Mark your answers and add up the corresponding numbers in parentheses. A scoring system follows the check list. If you cannot find an answer that fits you exactly, make an educated guess as to which would be an appropriate rating for you.

1. What type of personality do you have?

____ (0) Relaxed, passive personality; not overly ambitious.
____ (1) Avoid or ignore stressful situations.
____ (2) Passive, dependent personality; noncompetitive extrovert.
____ (3) Obsessive-compulsive personality; introvert; act self-assured but handle stress poorly.
____ (4) Compulsive, hard-driving personality, competitive achiever; supress anger.

2. What stress-related diseases have you and your parents had (heart disease, stroke, cancer, ulcers, asthma, rheumatoid arthritis, ulcerative colitis, depression)?

____ (0) You and parents had none of the diseases.
____ (1) You had none; parent(s) had one.
____ (2) You and parent(s) had one.
____ (3) You had one; parent(s) had two or more.
____ (4) You and parent(s) had two or more.

3. How many accidents have you had in the last ten years?

____ (0) None.
____ (1) One.
____ (2) Two.
____ (3) Three or four.
____ (4) Five or more; accident-prone.

4. What is your body weight?.

____ (0) 1-5 lbs. below ideal weight.
____ (1) (+) or (-) 5 lbs. from ideal weight.
____ (2) 6-15 lbs. above ideal weight.
____ (3) 16-29 lbs. above or 6-25 lbs. below ideal weight.
____ (4) 30 lbs. or more above ideal weight.

5. What is your current marital status?

_____ (0) Happily married for first time.
_____ (1) Happily married for second time.
_____ (2) Tolerable marriage.
_____ (3) Single (never married), divorced, or widowed.
_____ (4) Twice divorced and/or widowed.

6. How much do you suffer from chronic stress such as guilt, anxiety, frustration, worry, or noise?

_____ (0) None.
_____ (1) Occasionally, slight to moderate.
_____ (2) Occasionally, severe.
_____ (3) Regularly, slight to moderate.
_____ (4) Regularly, severe.

7. How much alcohol do you consume?

_____ (0) None to one glass of beer or wine per day.
_____ (1) One mixed drink or two glasses of beer or wine per day.
_____ (2) Two mixed drinks or three glasses of beer or wine per day.
_____ (3) One-half bottle of hard liquor daily.
_____ (4) Alcoholic.

8. How much coffee/caffeine do you consume?

_____ (0) None.
_____ (1) Occasional tea, cocoa, or cola.
_____ (2) 1-2 cups of coffee daily; 3-4 cups of tea, cocoa, or cola daily.
_____ (3) 3-4 cups of coffee daily; 5-6 cups of tea, cocoa, or cola daily.
_____ (4) 5 + cups of coffee daily; 7 + cups of tea, cocoa, or cola daily.

9. What is your drug intake (muscle relaxers, tranquilizers, pep pills, habit-forming drugs?)

_____ (0) None.
_____ (1) Occasional pill.
_____ (2) Pills a couple of times a week.
_____ (3) Pills several times a week.
_____ (4) Daily pills.

10. How much do you smoke?

_____ (0) None at all.
_____ (1) An occasional smoke.
_____ (2) Less than a pack a day; regular pipe or cigar user.
_____ (3) Up to two packs a day.
_____ (4) Over two packs a day.

11. How would you describe your nutritional habits?

_____ (0) Balanced diet; low fat, sugar, salt; no snacks.
_____ (1) Balanced diet; little fat; low sugar, salt; no snacks.
_____ (2) Balanced diet; moderate fat, sugar, salt; some snacks.
_____ (3) Unbalanced diet; moderate fat, sugar, salt; frequent snacks.
_____ (4) Unbalanced diet; high fat, sugar, salt; frequent snacks.

12. Do you have friends/acquaintances?

_____ (0) Many friends and acquaintances.
_____ (1) Many acquaintances, few friends.
_____ (2) One friend, a few acquaintances.
_____ (3) No friends, a few acquaintances.
_____ (4) A "Loner," no friends or acquaintances.

13. How often do you have personal conversations or consultations?

_____ (0) Regularly with family, friends, professionals.
_____ (1) A few times a week.
_____ (2) On occassion; perhaps with a crisis.
_____ (3) Rarely.
_____ (4) Never.

14. How much do you sleep in a 24-hour period?

_____ (0) 8 hours per night without problems.
_____ (1) 7-8 1/2 hours including daytime naps.
_____ (2) 6-6 1/2 or 8 1/2 - 9 hours including naps.
_____ (3) Over 9 hours including naps.
_____ (4) Less than 6 hours.

15. How often do you relax or practice meditation, self-hypnosis or, biofeedback?

_____ (0) Twice a day.
_____ (1) Once a day.
_____ (2) Once every other day.
_____ (3) Once a week.
_____ (4) Never; or more than 3 hours each day.

16. How often do you enjoy diversions (outings, hobbies, entertainment)?

_____ (0) Daily, regular diversions; outings or vacations twice a month.
_____ (1) Daily, regular diversions; occasional outings or vacations.
_____ (2) Occasional diversions; rare outings or vacations.
_____ (3) Rare diversions; no vacations or outings.
_____ (4) No diversions, outings, or vacations.

17. How often and hard to you exercise?

_____ (0) Strenuous exercise 2-3 times per week.
_____ (1) Strenuous and non-strenuous exercise 2-3 times per week.
_____ (2) Non-strenuous exercise 2-3 times per week.
_____ (3) Occasional exercise.
_____ (4) Rare or no exercise.

18. How would you describe your positive daily coping attitude?

_____ (0) Regularly act constructively and effectively.
_____ (1) Usually cope well.
_____ (2) Occasionally cope well.
_____ (3) Rarely cope well.
_____ (4) Never seem able to cope well.

19. How many life crises have you had within the past year? (Life crises include death or illness of friends or family members, change in marital status, change in job or residence, personal illness or injury, and similar events.)

_____ (0) None.
_____ (1) One "moderate".
_____ (2) Two "moderate".
_____ (3) One "severe" or three or more "moderate".
_____ (4) Two or more "severe".

Your total score:____________

Stress tolerance ratings:

Excellent	0-12
Very good	13-25
Good	26-39
Average	40-53
Poor	54-66
Bad	67-80

If your score falls within good or better and you are not feeling or showing signs of stress, you probably run a relatively low risk of developing health problems related to stress. If your score is average, poor, or bad, or if you are experiencing a period of stress, you should seriously consider changing your life style. Use the space below to write down factors you rated (3) or (4) as well as ideas you have for lowering your risk. While some factors are beyond your control, you can do something about most of them.

CONFLICT RESOLUTION

POSSIBLE RESPONSES TO CONFLICTS:

1. Avoidance - People often repress emotional reactions, ignore conflicts, or give up because they cannot face the situations or they do not have the necessary skills to negotiate them. Although avoidance is sometimes an appropriate response, it usually leaves doubts, fears, and an unsatisfactory feeling in the avoider.

2. Defusion - Defusion strategies delay action in hopes that the situation will "cool off" or disappear. These strategies are occasionally successful, but usually they cause anxiety and dissatisfied feelings.

3. Confrontation - Confrontation can be divided into two types:

    a. Power strategies: These include physical force, bribery, and punishment and can bring about short-term effectiveness from the point of view of the "winner." In the long-run however, such tactics can be very harmful.

    b. Negotiation strategies: Both sides can end up winning with this type of strategy. By negotiation the conflict can be resolved by compromising or agreeing on a solution satisfactory to both sides.

HOW TO PICK THE BEST SOLUTION

Ask yourself:

1. What are the causes of the conflict? What are the motives involved?

2. What solutions might be appropriate given the cause?

3. What is culturally acceptable?

4. Who might confidentially give me objective insight into the conflict?

5. How can we learn from the conflict?

UNIT IV
SESSION 2
HANDOUT 4

CONFLICT DIALOGUE #1

Background: Bonnie has been living with a family for almost eight months. She has gained over 25 pounds eating meals with them, she is physically miserable, and she has decided the weight gain has to cease. Bonnie knows that refusing food is an insult to the mother, but somehow she has to put a stop to her excessive food consumption. She has tried to drop hints that she needs to lose weight, but the mother has ignored them.

The Mother: Have a little more of this Bonnie. You haven't eaten very much tonight.

Bonnie (Holding her hands over her plate to protect it): It's delicious, but I have eaten a lot and I shouldn't eat any more.

The Mother (Insistent and proud of her cooking): But you look so much better now than when you first came to us. And a little more won't hurt you.

Bonnie (Irritated but trying to control herself): My clothes don't fit any more. I have to start losing weight.

The Mother (Mortified): You can't lose weight! People will say I'm a horrible cook who's not treating the American right! Don't you like my cooking?

Bonnie (Frustrated and desperate): ______________________________

UNIT IV
SESSION 2
HANDOUT 5

CONFLICT DIALOGUE #2

Background: Janet and her counterpart have gone to the capital to pick up a shipment of donated vaccines and medicines from abroad. The vaccines are needed for an immunization campaign scheduled to begin in ten days. The shipment has been in the customs office for at least three weeks.

Counterpart: We are here to pick up the shipment of medicines. Here are the extra documents you requested.

Customs Official (looking over the papers):
Fine, fine. We have some more papers to process. We're very busy now, so they won't be ready for at least two weeks.

Counterpart: Two weeks ago you told us you could release the shipment as soon as we brought in these extra documents.

Customs Official (looking down at the counterpart):
I have to comply with regulations, and that takes time.

Janet: But we need the medicines Now. They have been sitting here for three weeks! Can't you do something?

[Silence, while Customs Official looks at each one, raises eyebrow, and shrugs.]

Counterpart whispers to Janet: If we paid him some money I think we could get the shipment now.

Janet whispers back angrily: Pay him money?! This is a government project, and these kinds of donations are supposed to be exempt from your bribe system!

Counterpart (worried, embarrassed, and slightly offended): How badly do we want our shipment?

Janet: ____

CONFLICT DIALOGUE #3

Background: Jim and his counterpart are conducting teacher training sessions in innovative teaching methods and developing visual aids. The three schools targeted by the Ministry's Regional Office do not include a school Jim's counterpart feels must receive the training. Jim realizes that there is room for negotiation with the Regional Office, but he is tired of being manipulated by his counterpart. In the past the counterpart has done favors for his friends at the expense of others, and Jim feels that some community people perceive Jim as a participant in the counterpart's favoritism. Jim is suspicious of his counterpart's motives.

Jim: At this point, asking the Regional Office to change the plan will just waste time and cut out a school that's expecting us.

Counterpart: But nobody asked us what we thought before the decision was made. It's not too late to correct a wrong.

Jim: You know you could have said something earlier. Why are you doing this?

Counterpart (irritated): You're afraid to take a stand, even though you know I'm right.

Jim (angry): You're trying to manipulate me and the Regional Office!

Counterpart (offended): What do you mean, "manipulate"?

Jim: ____

UNIT IV
SESSION 3
HANDOUT 1

OBSERVATION GUIDE

INSTRUCTIONS

As you observe the role play between the Volunteer and the peer counselor, make notes on the following points. When the role play is completed, provide feedback to the peer counselor on your observations. Be sure to focus on strengths and weaknesses of the counselor.

1. Use of open-ended questions (i.e., How do you feel about . . .?; What do you think . . .?; How can I help . . .?; etc.).

2. Use of non-verbals (i.e., facial expressions, body posture and position.

3. Reactions of the Volunteer to the questions being asked (positive; negative; felt intimidated; felt pressured; etc.)

4. Do you feel the peer counselor was able to provide the necessary suppport to the Volunteer? (Remember, the peer counselor does not necessarily have to provide the 'answer,' but can provide the means for the Volunteer to find his/her own solution.)

5. How were peer counselor's listening skills? (attentive; sometimes attentive, but often attention seemed to drift).

ROLE PLAY

ROLE PLAYER: Janet, Peace Corps Volunteer

SITUATION:

You are Janet, a Peace Corps Volunteer. It is three months since you came to your site. When you arrived in your village, you were met by the local council and introduced to your counterpart, your host family, and other people in the village who came to greet the first American to live with them. They explained that they never had a Peace Corps Volunteer in their village before and were very excited to have you. You settled into your new home and found everyone very helpful and friendly.

You got along well with your counterpart, Sarah. In fact, she introduced you to many of her friends. She invited you to parties, too. You figured it was a good way to meet the local people and make friends. At one party Sarah introduced you to her friend David, who was about your age. He was a good dancer, and the two of you danced a lot. You like dancing and back home you went dancing with a group of friends every Saturday night. How nice it was to discover that the local people also like dancing. And even nicer to find someone who was such a good dancer! You started going to a lot of parties with Sarah, and David was at most of them. You'd end up spending most of your time dancing with him. It reminded you so much of home and your friends.

On Tuesday of last week, when you were doing your weekly shopping at the local market, one of Sarah's friends stopped to chat. She mentioned that everyone thought you and David made an attractive couple, and even the older people in the village were saying, "It's just like everything I've heard about American women." Even David had said to his friends that he was excited to be the person to 'capture' an American girl as his fiancee. When you commented to her that in the United States dancing with someone did not qualify as a serious relationship, she laughed and said, "But in our culture if you're seen with a man in public more than twice, then it's assumed you're serious, if not already engaged."

You have been very upset about this all week. You haven't been outside your house since Tuesday, and when Sarah came by yesterday you didn't even answer the door. You know that you can't discuss this with one of the local people; they just wouldn't understand. You would like to find another Volunteer. You remember meeting a Volunteer several months ago when you first came to the country. You think his name is John, and he lived nearby. One day you take the local bus early in the morning while it's still dark so no one will see you leaving, and arrive in John's village. You hope he can help you sort this situation out, because you don't think you can ever show your face in your village again.

ROLE PLAY

ROLE PLAYER: John, Peace Corps Volunteer

SITUATION:

You are John, a Peace Corps Volunteer. You've been at your site for a little more than a year, and finally feel settled in and accepted by the community. However, it wasn't easy. You made a lot of mistakes with the local people in trying to understand their culture and their different customs. Yet they seemed to forgive your mistakes, and all worked out well.

You're now involved in your third community project - an immunization project for the local school - and you've been spending all your time working with your counterpart and the local council. In fact, you've had little time for other activities and have not seen other Volunteers for two months. You don't really mind this -- you feel so comfortable with the local people that you haven't felt the need to see other North Americans.

It's Saturday morning, and you're supposed to meet with representatives from the Ministry of Health who are coming all the way from the capital to meet with the council and you to review plans for the immunization project. Because it is a big event for the village to host representatives of the government, they're planning a big reception and tour of the village. They should be arriving about 10:00, and you should be at the mayor's house in 15 minutes.

Just as you are already to leave, a young Volunteer, Janet, arrives at your house. You vaguely remember meeting Janet several months ago when you were in the capital and a new group of Volunteers had just arrived. She looks very confused, and says she needs to talk to you.

MINI ROLE PLAY

SITUATION 1:

VOLUNTEER: I have been a Volunteer for six months. Before I arrived at my site I made a list of all the people back home I wanted to write to and tell all about my experience as a Volunteer. They, too, promised to write. I was very excited about sharing this experience with them and also hearing about their lives back in the States. But here it is, six months later, and no one has written. I've written to all of them -- some of them twice -- but I've not received a single letter. Don't they care? Aren't they interested in what I'm doing here? Why have they forgotten about me?

MINI ROLE PLAY

SITUATION 2:

VOLUNTEER: I received a master's degree from a unversity back in the States a year before I became a Volunteer. When I graduated, I started thinking about my future and how I could help it progress. I really wanted to make the right decision. I talked to a lot of friends, and some of them recommended that I join Peace Corps. The more I thought about it the more I began to believe that being a Volunteer for two years would give me great experience which I could take advantage of when job searching. I've been a Volunteer now for six months, and I'm beginning to feel this is a waste of my time. I mean, I really don't think this experience is going to help one way or another in getting me a job. I'm anxious to 'get on' with my future but I think I'm stuck here for another year and a half.

MINI ROLE PLAY

SITUATION 3:

VOLUNTEER: Four months before I left the States to begin my Volunteer service, I began a relationship. It developed very quickly, and became quite serious. It was tough to leave, but we promised to keep in touch every week by letter. The first three months of my service I wrote every week - sometimes more than once - and received a letter every week. Now I receive a letter maybe once a month, and they seem a lot less serious than the earlier ones. I'm confused about this. What's going on back in the States? Has he/she found someone else? Will he/she still be there when this Peace Corps service is over?

MINI ROLE PLAY

SITUATION 4:

VOLUNTEER: Two months after I arrived at my Peace Corps site, I developed an excellent idea for a community project. There had been a polio epidemic in another part of the country. When I asked around the community, I learned that almost none of the children had been vaccinated. So I got together with my counterpart, and we wrote up a good proposal for an immunization project. There was only one typewriter in the community, and the typist agreed to type up the proposal for us. Once the proposal is typed, the community council and the mayor have to approve it. The secretary has had that proposal now for three weeks. She told me yesterday that she doesn't think she'll get to it for another three or four weeks. The Mayor is leaving on a trip this week and won't be back for several months. If he doesn't sign that proposal there won't be an immunization project, and these children will probably get polio. Why isn't this secretary interested? Doesn't she care about these children? Don't they understand how urgent this is? What will happen if people come down with polio?

UNIT IV
SESSION 3
HANDOUT 7

MINI ROLE PLAY

SITUATION 5:

VOLUNTEER: A week ago I received a letter from home. A close relative has just been diagnosed with a terminal illness. I always suspected something like this would happen once I left the States. He's always relied on me for support, and this sure is a time when he needs support. What should I do now? Should I just go back home? What if he dies while I'm here?

TIPS FOR PEER COUNSELING

1. Listen attentively. Be an "active" listener not a "passive" listener.

2. Be aware of non-verbal behaviors.

3. Do not feel you must 'solve' the Volunteer's problem. In most cases, peer counseling should be approached as a support to others. When you provide solutions or answers to a problem, you are doing so usually from your own point of reference. This may or may not be valid for the other person. Instead of wanting to solve the problem, offer possible options.

4. Show that you're interested.

5. Before leaving, be sure the other person knows that they can contact you again. Let them feel there is a support there when needed.

6. Use Silence.

HOW TO APPROACH PEER COUNSELING

1. State the problem.
2. Help others clarify their feelings.
3. Help them identify what they think about the problem.
4. Help them identify and consider their options.
5. Help them decide on a plan of action.

WHAT NOT TO DO IN PEER COUNSELING

1. Do NOT be the problem-solver.
2. Do NOT influence too quickly.
3. Do NOT force your opinions.
4. Do NOT underestimate the seriousness of another's problem.

APPENDIX B: MANUAL EVALUATION FORM

APPENDIX B
MANUAL EVALUATION FORM

ASSESSMENT OF THE ROLE OF THE VOLUNTEER IN DEVELOPMENT MANUAL

PLEASE COMPLETE THE FOLLOWING QUESTIONS REGARDING THE DESIGN OF THE MANUAL AND YOUR EXPERIENCE IN WORKING WITH IT.

1. How would you rate the overall usefulness of the manual?

1	2	3	4	5	6	7	8	9	10
not useful									very useful

2. Please specify what made the manual useful or not useful to you.______________________________

____

____

3. Which unit(s) did you use? Which session(s) in the unit?

____

____

____

4. How clear was each session outline?

1	2	3	4	5	6	7	8	9	10
confusing									very clear

5. Did you like or dislike the detailed format of each session? (please explain)______________________________

____

____

6. How were the trainer preparation notes?

1	2	3	4	5	6	7	8	9	10
distracting									very helpful

COMMENTS______________________________

____

____

7. Please explain any problems you had with the manual or specific sessions.______________________________

____

____

____

____

8. What would you change about the manual for future use?________
____
____

9. What is your previous training experience with Peace Corps?
____
____

10. How would you rate the manual as a whole?

----
1 2 3 4 5 6 7 8 9 10
too elementary
too complicate

Please add any other comments you might have regarding the materials.

Thank you for completing this assessment sheet.

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

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